
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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Methods of Diagnosing Typing Errors With Suggestions for Successfully Eliminating Them

By Harold H. Smith

Assistant Editor, The Gregg Publishing Company, New York City

EVER since the beginning of typewriting instruction in the seventies, accuracy has been the chief goal of most teachers. Experts and a few teachers have regarded it as equal in importance to speed. Errors in the typed result have been the bull's-eye at which thousands of teachers' pencils have aimed in monotonous drudgery. They have been the focal point for much valuable and much more worthless practice, depending upon whether the true cause of the error was identified by the student or whether he merely applied himself to the task of fulfilling the teacher's stereotyped requirement of so many repetitions of the unit in which the error occurred, or of some theoretically designed "corrective" drill which more often than not

could not, by the greatest stretch of the imagination, attack the real cause of the error.

In view of the current interest in this diagnostic and remedial problem, it is highly important that we review the comparatively short history of the attempts to solve it, studying them carefully in order to evaluate them and thus direct our efforts along the most promising lines.

The Early Method

In "Touch Art — Practical Typewriting," by Bates Torrey, the first typing text to use the word "touch" in the sense of typing by the all-finger method without looking, the student was permitted to type a number of

exercises before error checking commenced. Thereafter the whole subject of errors was dismissed by the direction: "If an error occurs write the whole task over again." This simple instruction exemplifies perfectly how the early teachers looked upon inaccuracy. It merited dire punishment. The punishment consisted of assigning a "task" after the fashion of the education of the time which still clung to its ancient dictum. Motivation and the theory of learning based on satisfactions were then doubtless unknown to most educators. So also was the idea that any error is the result of a specific cause and that if the purpose is to eliminate the error we need only discover and eliminate the specific cause.

This practice is still with us. It is now known as demanding the "perfect copy." Those who use it do so because it is simple to administer. They do not consider that it destroys interest, kills motivation, creates a dangerous fear complex fatal to speed and rhythm, encourages constant disregard for and violation of good technique, and often fails in the end to eliminate error.

A Later Method

As teachers came to realize the shortcomings of the "perfect copy" standard, they developed the much more defensible idea of demanding a certain number of repetitions of the word, phrase, or line in which an error occurred. Most generally, this took the form of requiring from one to five lines of the word which had been mistyped, although some went so far as to demand a page or at least one hundred repetitions.

This had the merit of centering attention and remedial effort upon the word in which the error occurred on the paper, but it did not necessarily attack the cause of the error.

A modification of this idea was in almost continuous use during the twenty-five years the typewriter companies maintained expert training departments. To these operators, intent upon the development of their greatest possible skill in the shortest possible time, it was evident that the cause of the error must be eliminated. They noticed that often the real cause of the error was misdirected attention or perhaps a difficult combination which resulted in an awkward positioning of the hands for a subsequent word, so that, while no error was made on the difficult combination, one was made subsequently on another word. The procedure was, therefore, to practice the whole phrase or line in which the error appeared. They often practiced words, too, and sometimes parts of words; but only when they were convinced that the cause of the error could be thus directly

attacked with reasonable hope of eliminating it.

Criticism of this plan parallels the common criticism of all repetition practice in all subjects, from swimming to spelling and grammar. Lacking proper motivation, any student engaged in repetition practice treats it as a mechanical task to be discharged with the least possible effort and usually in the shortest period of time. No permanent good results, no real learning occurs without attention, so the theory runs. There is plenty of room for argument as to whether attention is really absent here, and, even if this could be established, whether such practice is totally unproductive.

In a pure-practice subject, such as typing, there is no question that whether the motive be skill improvement or performance of a task, a sufficient number of repetitions, particularly those made intensively, are bound to originate, improve, and fix certain kinesiologically-controlled skills. Since these are the aims of most learning in typing, we have only to consider the real value of this sort of skill-improvement practice. It falls short only partially in respect to its relative efficiency. It is inefficient only if the typist has not been effectively motivated, because it destroys the most desirable types of interest and may create great obstacles to subsequent motivation and improvement. If right motivation is absent, however, the teacher and not the type of exercise must bear the major responsibility. Motivation is the first and most important step of teaching method. We cannot justify the discarding of any valuable learning device, such as repetition, in compensation for deficient teaching.

There is considerable evidence, however, that even though teaching method may not be correct, or may be in fact entirely absent, there is bound to be a certain amount of actual learning on the part of the student. Professor Percival M. Symonds, of Teachers College, Columbia University, reporting on *The Relative Influence of Practice vs. Motivation on Learning*,* concluded that *practice is of first importance*, but that the application of motivation increases its influence. Competition, or showing the pupil how much he had improved, were mentioned as furnishing marked motivation.

The Latest Method

Some years ago the writers and leaders in general teaching method originated the idea of developing a technique in each subject for identifying difficulties, diagnosing them, and providing remedial or corrective practice to eliminate them. Commercial teachers, always

*American Psychological Association, Columbia University, New York, December 29, 1928.

alert to improvement, promptly attempted to apply this idea in the field of typewriting. It has attained a tremendous vogue due to the excessive worship of things "educational." It will probably continue with us for some time to come because education is notoriously slow to alter practices once set going.

In principle this new method is intended to be a more carefully detailed analysis of errors, together with special drills, intended to be of a remedial nature. A chart bearing the letters of the alphabet and sometimes the space and the other characters on the keyboard horizontally across the top of the page and vertically down the page, along the right or left margin, or both, is used. If an *A* was struck for a *B* it is recorded in the proper square at the intersection of the *A* of one list with the *B* of the other. All errors are recorded in this way, the totals taken, and thus is determined the frequency of missed and substituted strokes.

It should be noted that this device merely ranks the frequency of errors. It provides no insight into the cause of errors. What really matters is the cause of error. That, and the desire to remove the cause, are the only reasons for gathering, studying, and analyzing errors.

What Causes Errors

Now, the possible causes for any given error may be many. They may lie in the mental or physical fields. They may represent inattention, misdirected attention, emotional disturbances, conflicting skills, a momentary and perhaps entirely unconscious attempt to surpass the safe limits of the skill possessed on a given stroke or combination, or a plain misstroke caused by previous wrong or inadequate learning of physical reaching and stroking.

There has been a tremendous amount of naïve thinking about errors in recent years. Most of it has resulted from supposing that a mistake in the typed copy is the only form of "error." Many teachers think these "errors" are solely due to faulty technique, which they regard as purely mechanical in nature. As a matter of fact, teachers and typists should be interested in anything that constitutes a *technique error*. That will include any *mental* or *physical* process in typing that is less than the student's best technique. Translated into ordinary language, errors in technique cause reduced speed, errors, and lack of fluency.

A hesitation, for instance, is a technique error which needs to be eliminated. It may not result in an error in the typing, but it is none the less vital. It would never be recorded on an error chart of the types in use.

A light letter is also an error in technique; its cause, unskillful stroking. Behind this immediate cause may lie a whole chain of mental or physical causes. Under many systems of marking such a light letter would not even be checked. Under many systems connected with office production such a technique error should not be marked; but under any thorough system of *instruction* it ought to be considered as worthy of attention at appropriate times by teacher and student.

Charting Errors

The basis upon which the latest and most highly-developed error charts are constructed is that one letter was struck for some other letter. It is valid and dependable only so long as the typing under scrutiny was done on the individual key-stroking level. The moment combination skills develop, and that is very early in the course, every typist suffers from a conflict that arises when combination skills intrude and usurp control. An "ed" ending may be unthinkingly substituted for an "es" ending or *vice versa*. "-Ing" may be substituted for "-ink," and so on. It would be very wrong and futile to analyze the first error mentioned as being merely an error in typing *d* for *s*; or to say that the *g* was struck for the *k*. In both cases it was one *combination* that was substituted for the other. The desirable growth of combination skills necessitates a parallel development on the mental side to insure their proper use. If the mental technique is in error, it does harm to disregard it or ignorantly to charge it to physical causes, as would be done in the ordinary routine of recording on an error chart.

When all errors have been entered on the error chart, special drills are prepared containing the letters for which improvement practice is indicated by the largest error totals on the chart. These drills may be words or so-called meaningless groups containing particularly difficult or frequent combinations involving the strokes to be improved. These are assigned for practice, we fear more often than not, on a non-repetitive basis. That is, a line of these isolated words or meaningless groups, all different, is typed perhaps three to ten times.

Let us remark here that such practice is more extensive than intensive in its nature. Each word or group in that line represents a more or less different typing problem. To meet it, the student's attention must be fixed mainly on copy-getting, inhibiting any tendency to improve or consciously fix the movements and mental processes. This prevents the natural improvement of technique except as to accuracy in copy-getting and of typed

result. It may result in a slow rhythm or fluency, but accuracy and fluency without speed spell mediocre skill.

Repetition Practice

A single effort may originate a new movement or element of technique in any skill. Repetition of that effort, after an interval, as in extensive practice, may succeed in recalling the effort, but the probabilities of improvement are very slight. Since the mental and physical skills involved in typing any stroke vary somewhat according to the combinations in which they appear, it is evident that the frequency with which any specific effort occurs is ordinarily governed by the length of the practice unit, whether a paragraph, a line, a sentence, a phrase, a word, or a stroke. The shorter the unit, the more frequent the repetition of the particular effort, and the easier it is to recall.

Only when the intervals between repetition are short can improvement be expected. It takes the consciousness of a need, and definite thought as to how to meet that need, to originate improved technique.

The same observations apply to fixing the new and improved technique. The shorter the interval and the greater the frequency, provided motivation toward improvement is equal in all cases, the more rapidly and more firmly is a new technique fixed. Where motivation is unequal or misdirected, complications enter, but these will be discussed later.

Analyzing Errors

Some idea of the true causes of various types of error may be gained from an article on The Analysis of Error which the writer prepared for the February, 1931, issue of the *AMERICAN SHORTHAND TEACHER*.^{*} Accompanying it is an Error Analysis Table which treats different classes of errors separately, showing how they were made and how they may be improved. One glance at the examples given at the close of that article will convince anyone that outside of the field of experiment and research no commensurate values attach to the simple charting of errors in terms of one letter being struck for another. Teachers know the drudgery that attaches merely to close checking of a page of typing. If to this is added the laborious recording of tallies for each error on a chart, with subsequent computation of the tallies, adding the columns and ranking the results, with the certainty that in the end all this work will not surely identify the basic cause of a single error so

studied, there is no good reason for placing any confidence in or using such a plan.

What then? The Error Analysis Chart already referred to contains the clue. In non-technical language it suggests how errors are made and how to improve technique to eliminate them. We do not believe it would be wise to make such a chart a part of each student's equipment and its use obligatory in his daily, or even weekly, routine. Access to it might be good for the bright, ambitious student, but its principal use is to guide the teacher as she studies the individual problem of each student. Errors and remedial work cannot be handled as a mass problem. The use of any chart naturally requires mass treatment. As a result, some hours or days are bound to pass after errors are made before remedial work is attempted. This materially diminishes the value of such remedial drills. The best time to correct a difficulty is at the time it occurs.

Remedial Work

Personal experience in the development of typing skill in and out of the typewriter companies' training departments, and close contact with most of the experts trained in these departments over many years, as well as long experience in teaching typewriting, lead to the conclusion that, while we may not overlook any suggestion that holds promise for improving our grasp of the situation, we shall be well advised to treat the problem of errors in typing from the broad view as errors in technique, thus including many items that never betray themselves as errors in the typed result. Such treatment, of course, will include all errors in typed result.

We shall get farther in the long run if we accept the modern point of view that typing skill is our aim; that it is always the product of technique; and that our primary aim always should be to improve technique. In attempting to eliminate errors we are only dealing with specific situations requiring the origination, improvement, or fixation of better technique. Each error represents an individual problem whose cause and remedy must be individually handled.

We shall also do well to recognize that good technique for making an isolated movement will vary somewhat from good technique for making that same movement in combination with others, a different technique as it were for each situation. We shall recognize the existence of lower- and higher-order habits, of levels of skill ascending to the ultimate potentiality of each individual.

We shall remember the psychological law that, other things being equal, lower-order

(Continued on page 88)

^{*}This issue is out of print, but the Bound Volume containing it is still available.

A Report of the International Congress on Commercial Education at London, England

July 25-29, 1932

By Louis A. Leslie

THE second post-war International Congress on Commercial Education was a complete and unqualified success. This success was due largely to the indomitable courage and indefatigable efforts of our British cousins, who went ahead with their plans for the Congress in the face of every possible discouragement. Although it is an invidious task to attempt to single out a few of the many who put their shoulders to the wheel so loyally, we must mention particularly H. Ramsbotham, parliamentary secretary, Board of Education; Sir David Milne-Watson, president of the Congress; Dr. J. W. Ramsbottom, principal of the London School of Economics; and Sir Francis Goodenough, chairman of the British Association for Commercial Education, all of whom gave unsparingly of their time and energy. Dr. Ramsbottom was especially gracious to the American delegates, and contributed immeasurably to their comfort and enjoyment.

From the opening address of welcome delivered by the Right Honorable the Lord Mayor of London to the closing address made by His Royal Highness, the Prince of Wales, the

arrangements were nothing short of perfect, and we should like to be able to use all the superlatives in the dozen or more different languages spoken at the conference in manifesting our complete satisfaction with everything.

*Delegates
Royally
Entertained*

In addition to the purely business and pedagogical side of the meetings, the City of London and His Majesty's Government provided an extremely interesting, in fact an almost overwhelming, social program.

On Monday night there was a reception at Lancaster House by invitation of His Majesty's Government. On Tuesday night there was a reception and conversazione in the Guildhall by invitation of the Lord Mayor and Corporation of the City of London. On Wednesday night there was a reception at the London School of Economics by invitation of the Court of Governors.

The opening session under the chairmanship of the Right Honorable Sir Maurice Jenks, Lord Mayor of London, was held in the Hall of the Grocers' Company and at the conclusion of the meeting the Grocers'

RESOLUTIONS

At the Final Meeting of the Congress
the following Resolutions were unanimously passed—

1.

The International Congress on Commercial Education held in London from 25th to 29th July, 1932, fully conscious of the present economic crisis, which has obliged so many governments to take certain restrictive measures intended for the protection of their national economic life, expresses the wish that the young people engaged in a business career should, after completing their theoretical training, be enabled to move freely from one country to another for a stay in practical business. Thus, they would be enabled to get acquainted with trade practices and usages of foreign countries, to learn foreign languages, to become, in a word, citizens of the world, fit and qualified for the very important part they are called upon to play in international commerce.

2.

The Congress requests all the delegates to impress upon the appropriate authorities in their respective countries the conviction that national well-being depends upon the well-being of the world, and that we all must, therefore, take a view in international affairs which sees national interests as reciprocal.

3.

Since Commercial Education, including an understanding of national and international relationships, is one of the best channels through which the well-being of the world is promoted, this type of education should receive increasing attention. In no case must the quality and standard reached so far in the preparation for business be allowed to be reduced under the present economic difficulties.

Company very hospitably served refreshments to the members of the Congress. (The present reporter takes his duties very seriously and therefore made a thorough research into the gustatory qualities of the refreshments. He can report quite truthfully that it was by far the pleasantest piece of research work in which he has ever been concerned.)

Lord Mayor Opens Session

At this first session addresses of welcome were delivered by the Lord Mayor of London; by Sir David Milne-Watson, president of the Congress; by Mr. Ch. E. H. Boissevain, president of the International Society for Commercial Education; and by Sir Francis Goodenough, chairman of the British Association for Commercial Education. The first session was also addressed by Dr. John Robert Gregg, who read a number of messages addressed to the Congress through him as president of the American branch of the International Society for Commercial Education. Letters and cablegrams were received from Franklin D. Roosevelt, Governor of New York, and from the chairmen of the Education Committees in the United States Senate and House of Representatives.

There were so many excellent papers presented in a variety of languages that it is difficult to resist going right through the meetings to summarize all the material for you. As this is impossible, we shall not try to include any of the content of the technical papers here, but we hope to be able to print liberal extracts from these papers in succeeding issues of the *AMERICAN SHORTHAND TEACHER*—there is something for you to look forward to!

"Front-Page" Space

We can give here only a few highlights of the Congress clipped from the newspapers. The London newspapers gave much space to the discussions of the conference.

One of the American speakers, Miss Imogene Pilcher (Lincoln High School, Cleveland, Ohio), "made the front page." Miss Pilcher, in explaining why there were so few of the printed copies of her remarks available, said that the copies were held by the customs officers in Southampton as dutiable. She appealed to Mr. Nunn May, organizing secretary of the British Association for Commercial Education. He said he was perfectly willing to sign a paper stating that anything she had prepared for the Congress was valueless and should be passed through, duty free! The British sense of humor has been so often and so unjustly maligned that it is a pleasure to have this opportunity to record that all

the London newspapers appreciated and reported this incident.

The paper read by Miss Eleanor Skimin, Northern High School, Detroit, Michigan, on the Mechanical Aids for Teaching Commercial Subjects, received much favorable comment by the Provincial Press of England. Extracts from Miss Skimin's paper will be published in a subsequent issue.

The Prince of Wales' Address

The London newspapers naturally gave much prominence to the address delivered by His Royal Highness, the Prince of Wales, who took this opportunity to lay down some sound principles of business. One sentence of his speech which was extensively quoted in the English press was, "We have all been learning through the surest and hardest of lessons—adversity—how closely the prosperity of all the nations of the world depends upon the prosperity of each and all of them."

His Royal Highness also revealed a very interesting secret when he said:

It will not be indiscreet now to tell you that only in this year the question was raised and seriously considered whether in the present state of the world it was wise to proceed with an International Conference to be held six months hence. Was it not almost bound to fail for lack of support, for lack of both the money and the good will for success?

I am very glad—I am sure you are all very glad—that the British organizing committee agreed unanimously to take the courageous course and refuse to do anything that might have signalled to the world that they despaired of the situation and had not faith in the ultimate wisdom and good will of the nations.

American Press Notices

Because of the international character of the Congress the American newspapers carried accounts of the discussions. The *United States Daily* mentioned particularly the talks by W. H. Leffingwell, Dr. Everett W. Lord, and Mrs. Frances Doub North. Mrs. North, speaking on the growth of commercial teacher training in the United States, sounded a hopeful note when she said, "If commercial teachers hold their present attitude toward their work in the next few decades as they have in the past ten years we should have no qualms concerning the ability of our youth to adapt themselves to the business world and to the citizenry of which they are a part."

The *New York Times* printed a despatch from the Congress sent by one of the American delegates, Dr. Henry B. Rathbone, chairman of the Department of Journalism, New York University. Dr. Rathbone called particular attention to the resolution prepared by the U. S. representatives and presented to the Congress by Dr. Harry T. Collings, chairman of the U. S. delegation.

The resolution follows:

That delegates to this International Congress be requested to impress upon the appropriate educational authorities in their respective countries:

1. That the world needs a view in international affairs which sees national interests as reciprocal. Therefore national well-being depends upon the well-being of the world.

2. That, since commercial education, including an understanding of national and international relationships, is one of the best channels through which the well-being of the world is promoted, this type of education should receive increasing attention.

Able Officers

As one of the foremost representatives of British commerce Sir David Milne-Watson was admirably qualified to serve as president of this Congress on Commercial Education. Mr. Ch. E. H. Boissevain is especially well qualified to serve as president of the *International Association for Commercial Education* because of his great ability as a linguist. The London papers were astonished (as well they might be) at his ability to address the meeting of the association in five languages—English, French, German, Italian, and Dutch. This gift of tongues not only makes it possible for him to communicate readily with the delegates from almost every country, but it gives him that understanding of and sympathy for the problems of other countries that we can get only by the intimate knowledge of a people which comes from the speaking of the language. We are truly fortunate to have Mr. Boissevain continue in office as president of the Association. We cannot imagine anyone better equipped for so difficult a task.

Representatives from the United States

The United States was well represented in this International Congress. The official United States delegates appointed by President Hoover, all of whom participated in the program, were:

Dr. Harry T. Collings, Chairman, The Wharton School of Finance & Commerce, University of Pennsylvania, Philadelphia

William L. Cooper, Commercial Attaché, United States Embassy, London

Dr. John R. Gregg, President, The Gregg Publishing Company, 270 Madison Avenue, New York (President, American Society for Commercial Education)

W. H. Leffingwell, President, National Office Management Association, 475 Fifth Avenue, New York

Dr. Everett W. Lord, Dean, College of Business Administration, Boston University, Boston

Dr. Leverett S. Lyon, Director of Educational Activities & Public Relation, Brookings Institution, Washington

Imogene Pilcher, President, Public Schools Department, National Commercial Teachers' Federation, Lincoln High School, Cleveland

Dr. Henry B. Rathbone, School of Commerce, Accounts and Finance, New York University, New York

Eleanor Skimin, President, Shorthand and Type-

writing Round Table, National Commercial Teachers' Federation, Northern High School, Detroit

Dr. John A. Stevenson, Vice President, Penn Mutual Life Insurance Company, Philadelphia

Dr. Harold J. Stonier, National Education Director, American Institute of Banking, New York

Mrs. Frances Doub North, Western High School, Baltimore, Maryland, and Johns Hopkins University, also took part in the program.

In addition to those Americans listed on the formal program, the following American members were present at the Congress:

H. C. Blackschmidt, St. Louis, Missouri; A. A. Bowle, Manager, Foreign Department, The Gregg Publishing Company, New York; Prof. George M. Brett, Head, Accountancy Department, College of the City of New York; A. Erma Brown, High School, Clifton, New Jersey; Lydia Brown, Cardoza High School, Washington, D. C.; Dr. Gordon F. Cadisch, State College, Pullman, Washington; Clara L. Coman, Flushing High School, New York; Miss E. P. Dillon, Central Commercial Continuation School, New York; Mrs. Catherine Burke Dwyer, Central Commercial Continuation School, New York; Mrs. D. M. Gelbach, Wichita, Kansas; Mrs. John Robert Gregg, New York City; Clara A. Grob, Caldwell, New Jersey; Hubert A. Hagar, General Manager, The Gregg Publishing Company, New York; Margaret Hensleigh, Wendell Phillips High School, Chicago; Miss F. M. Hussey, Fall River, Massachusetts.

Mildred Johnson (Passaic, New Jersey), teacher in Long Island College; Louis A. Leslie, Assistant Comptroller, The Gregg Publishing Company, New York; H. S. Miller, Director of Commercial Education, Wichita, Kansas, and Mrs. Miller; Bula Miner, Totenville High School, New York; Mrs. Martha E. Neher, Paseo High School, Kansas City, Missouri; Florence Pfizenmeyer, Roxbury High School, Succasunna, New Jersey; Dr. J. Asbury Pitman, President, State Teachers College, Salem, Massachusetts, and Mrs. Pitman; Florence Rivere, Thomas Jefferson High School, Brooklyn, New York; Agnes S. Rockwell, Secretary, Board of Education, Scarsdale, New York; Helen W. Thompson, High School, Clifton, New Jersey; Ruth L. Whitenack, High School, Roselle, New Jersey; Mrs. Cornelia Yeomans, Business High School, Washington, D. C.

Canadian Representatives

Commercial education in Canada was ably represented on the program by Dr. Henry Laureys, Canadian Society for Commercial Education, Montreal. Dr. Laureys spoke on the subject, "Training of Responsible Business Administrators." Other Canadian delegates were Mr. and Mrs. Harold J. Russell, St. John's Technical High School, Manitoba.

It would not be fair to close this account of the Congress without mentioning how much the American members enjoyed London, especially those of us who were visiting it for the first time. Even to the newcomer from America London is a familiar city. We almost expect to meet Sherlock Holmes when we come out of the Baker Street underground station. As we walk down Harley Street, we clutch apprehensively our tonsils and appendices lest they be excised before we realize what has happened. The very name of Fleet Street must give a thrill to any literate person. The lions in Trafalgar Square seem to purr welcomingly as they proudly guard their small but appropriately watery domain.

A Week to Remember

What American can fail to feel a responsive thrill when he sees the original copy of the Magna Charta, bed rock of that English political liberty which has been transmitted to us through the English common law which is still the foundation of American jurisprudence? Who that remembers "It's a long, long way to Tipperary," not only as a song but as an experience, can walk unmoved from

Leicester Square to Piccadilly Circus? Who, that mourned the fate of Leicester's rival, Essex, can view without real emotion that deadly little hoop of gold, traitorously retained by Lady Northampton and now set in the stone of Elizabeth's tomb in Westminster Abbey just as the memory of the deed must have been set in her stony heart while she lived.

But now we are getting poetical, which really isn't just the thing for a report of the second post-war meeting of the International Congress on Commercial Education so successfully held in London July 25-29, 1932. It would be better, perhaps, to tell you something about Prague, where the next Congress will meet three years from now, but I don't think that any European city can ever take the place in our heart which is held by rainy, foggy, charming, lovable London.

Prague Next

On to Prague (or Praha, as the natives call it) for the next Congress! We have three years to polish up our Czech, and I am thinking we'll need it.

Uvidime jse v Praze!

Teachers' Certificates

SINCE the last list was printed the following teachers have been granted certificates:

Mary A. Ammons, Lead, South Dakota
 Frances Anderson, Springfield, Ohio
 Margaret V. Anderson, Harcourt, Iowa
 Elma L. Armstrong, Ponca City, Oklahoma
 Trula E. Armstrong, Ponca City, Oklahoma
 Mrs. Revea Bearley, Colorado Springs, Colorado
 Carribel Beck, Nashville, Tennessee
 Arthur D. Beers, Omaha, Nebraska
 Bonnie B. Bereiter, Cedar Falls, Iowa
 Sister Mary Bonaventure, York, Nebraska
 Mrs. Eunice Bridges, Camden, Alabama
 Helene J. Brown, Waterloo, Iowa
 Eunice W. Calhoun, Lead, South Dakota
 Esther Carlin, Cedar Falls, Iowa
 Carrie Helen Cartwright, Nashville, Tennessee
 Jane M. Carville, Corpus Christi, Texas
 Laura Christensen, Forest City, Iowa
 Mildred E. Christopherson, Marinette, Wisconsin
 Sister Mary Claire, New Orleans, Louisiana
 Mrs. Minnie A. Cochran, Springfield, Ohio
 Virginia Lee Cozzens, Fort Worth, Texas
 Irene M. Davis, Lead, South Dakota
 Marjory Lucille Davis, Cedar Falls, Iowa
 Kathryn Sophronia Dodson, Nashville, Tennessee
 Alice Douglas, Nashville, Tennessee
 Gertrude Dresselhuus, Cedar Falls, Iowa
 Helen Irene Durr, Colorado Springs, Colorado
 Hazel Irene Duvall, Cedar Falls, Iowa
 Mildred L. Feagin, Ponca City, Oklahoma
 Ethel Jeanne Fecht, Cedar Falls, Iowa
 Alice Fisk, Senator, South Dakota
 Alice Kathryn Flavin, Lead, South Dakota
 Ludie Ford, Mansfield, Louisiana

Robbie Eloise McClellan, Nashville, Tennessee
 Margaret McLeod, Camden, Alabama
 Garnet Patricia Miller, Lead, South Dakota
 Narcissus Kathyne Miller, Nashville, Tennessee
 Evelyn H. Minor, El Paso, Texas
 Laculia Morse, Nashville, Tennessee
 Lois Morse, Cedar Falls, Iowa
 Polly L. Murphy, Philadelphia, Mississippi
 Ralph S. Novak, Calmar, Iowa
 Edythe Whitson Nowlin, Nashville, Tennessee
 Anita Elizabeth Parry, Colorado Springs, Colorado
 Mildred M. Pate, St. Joseph, Kentucky
 Rosamond L. Rathbone, Cedar Falls, Iowa
 Audrey Rebscher, Rocky River, Ohio
 Pearl H. Rohr, Mason City, Iowa
 Doris Rollins, Seminole, Texas
 Sister Mary Rosita, St. Paul, Minnesota
 Hattie E. Ruth, Cedar Falls, Iowa
 Jeanette A. Saeugling, Guttenberg, Iowa
 Virginia M. Sahs, Omaha, Nebraska
 Ethel C. Schumann, Lead, South Dakota
 Rose May Shaw, Corpus Christi, Texas
 Leslie Shult, Sanator, South Dakota
 Russell E. Siverly, Cedar Falls, Iowa
 Edra K. Smutney, Cedar Falls, Iowa
 Ruby A. Streff, Lead, South Dakota
 Allie Mae Tunstall, Nashville, Tennessee
 Elletha Uehling, Omaha, Nebraska
 Mary A. Varnum, Sanator, South Dakota
 Eileen J. Warren, Lead, South Dakota
 Annie Louise Watkins, Nashville, Tennessee
 Ora Lee Watley, Nashville, Tennessee
 Irene Warner, Northwood, Iowa
 Sarah Katherine Wheatley, Paris, Tennessee
 Emma Williams, Waterloo, Iowa
 Inez Wohlenberg, Cedar Falls, Iowa
 Ethel Mae Wright, Ponca City, Oklahoma
 C. F. Zimmerman, Cedar Falls, Iowa

Results of the 1932 State Shorthand and Typing Contests

Reported by Clyde Insley Blanchard

Director of Research, The Gregg Publishing Company, New York, N. Y.

IN the state contest report for 1931, appearing in the October issue of the *American Shorthand Teacher* for that year, it was stated that under existing conditions it was impossible to make an accurate comparative report because contest rules and regulations vary somewhat in the different states and also because some of the official reports do not clearly define each event. This year's records still show the same lack of uniformity. The measuring scale also is still too large in the shorthand events, many contestants tying for first and second places. In some states as many as four contestants tied for each of these two places. It has been recommended by several authorities in conducting shorthand contests that the transcription time be the deciding factor in breaking up these ties. This is a satisfactory method and is being successfully used by Illinois, Iowa, New Jersey, and California.

Some Reports Missing

No state final contests were reported by the following states:

Alabama	Massachusetts	Rhode Island
Arizona	Michigan	Tennessee
Connecticut	Minnesota	Vermont
Delaware	Mississippi	Virginia
Georgia	Missouri	Washington
Idaho	New Hampshire	West Virginia
Kansas	Oregon	Wisconsin
Maryland	Pennsylvania	Wyoming

The following states in the foregoing list held local and district contests, but as this report is restricted to state final contests, the results of local and district contests are not included:

Arizona	Michigan	Washington
Kansas	Missouri	Wisconsin
Massachusetts	Oregon	Wyoming
	Pennsylvania	

The Tests Used

The Standard Gregg Shorthand and Typing Tests, which are prepared annually for interschool local, district, and state final contests, were used in nearly all the contests held in 1932.

The state of Indiana used for its own

state contest special tests prepared by the Department of Commerce, Ball State Teachers College, under the direction of Professor M. E. Studebaker, head of the department. Vernal H. Carmichael, assistant professor of Commerce, prepared the shorthand tests and Frances R. Botsford, instructor in Commerce, prepared the typewriting tests.

The Indiana beginning shorthand tests contained a vocabulary test, a multiple-choice test, a selection test, and a transcription test. This group of four tests was printed in a four-page pamphlet, 8½ by 11 inches in size. The advanced shorthand tests were printed in similar form and contained a vocabulary test, a matching test, a reading test, and a transcription test.

Professor Studebaker and his associates have hit upon a happy medium between the old type of test, which required a great deal of rule memorizing, and the later type of test, which swung completely over to the transcript as the sole evidence of achievement. Indiana is to be complimented on its constructive program of state-wide testing of achievement in commercial subjects.

Because of the special system of ranking used in the Indiana contest, the winners were omitted from the comparative report.

Contest Chairmen

A partial directory of the chairmen of the 1932 state commercial contests is given in order to encourage interstate exchange of contest experiences.

STATE COMMERCIAL CONTEST CHAIRMEN FOR 1932

- Arkansas—C. C. Calhoun, State Teachers College, Conway
 California—I. R. Valgmore, Polytechnic Evening High School, Los Angeles (Chairman for Southern California Contest, given under the auspices of the Southern California Commercial Teachers' Association)
 Colorado—A. O. Colvin, Colorado State Teachers College, Greeley
 Florida—Mrs. Edna C. Jones, Andrew Jackson Senior High School, Jacksonville
 Illinois—W. C. Maxwell, Hinsdale High School, Hinsdale
 Indiana—M. E. Studebaker, Ball State Teachers College, Muncie

Iowa—Mrs. Edith R. Tatroe, Abraham Lincoln High School, Council Bluffs
 Kentucky—R. L. Montgomery, Tilghman High School, Paducah
 Louisiana—P. H. Griffith, Louisiana State University, Baton Rouge
 Maine—Marion E. Kimball, High School, South Portland
 Massachusetts—Mrs. Mary Dempsey, High School, Williamstown
 Michigan—E. D. Pennell, Western State Teachers College, Kalamazoo
 Montana—Leora M. Hapner, Montana State College, Bozeman
 Nebraska—Mrs. Hazel Duckett, High School, Franklin
 Nevada—Mary Hoagland, Pershing County High School, Lovelock
 New Jersey—G. G. Gudmundson, Thomas Jefferson High School, Elizabeth

New Mexico—A. J. Perko, New Mexico Normal University, Las Vegas
 New York—George R. Tilford, Syracuse University, Syracuse
 North Carolina—Ethel M. Solloway, Durham High School, Durham
 North Dakota—J. A. McCrae, University of North Dakota, Grand Forks
 Ohio—Nellie A. Ogle, Bowling Green State College, Bowling Green
 Oklahoma—W. Rude, Oklahoma Agricultural & Mechanical College, Stillwater
 South Carolina—A. J. Thackston, Superintendent, Orangeburg City Schools, Orangeburg
 South Dakota—Harvey W. Welsh, Northern State Teachers College, Aberdeen
 Texas—Florence Stullken, University of Texas, Austin
 Utah—E. H. Holt, Brigham Young University, Provo

Results of the State Final Shorthand Contests for 1932

The winners of the first three places in the Individual and Team events are given.

Group One

60 Words a Minute—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-6	North Carolina	Greensboro	Juanita Cox	Greensboro	100
5-6	North Carolina	Goldsboro	Elizabeth Johnson	Goldsboro	100
5-6	North Carolina	Winston-Salem	Norma Martin	Winston-Salem	100
5-7	Nebraska	Kearney	Phyllis Henderson	Franklin	100
5-7	Nebraska	Kearney	Louise Boeckenhauer	Wayne	99.7
5-7	Nevada	Reno	Clotilda Goni	Dayton	99.7
5-7	Nevada	Reno	Juanita Told	Las Vegas	99.7
5-7	Nebraska	Kearney	Charlene Brown	Wayne	99.6
5-6	Colorado	Greeley	Grace Henderson	Fort Collins	99.4
5-7	Nevada	Reno	Genevieve Wright	Elko	99.3
5-6	Colorado	Greeley	Fred Rowan	Arvada	99.2
5-6	Colorado	Greeley	Mable Turpin	Wiley	99.2
5-14	New York	Syracuse	Eleanor J. Braun	Mt. Pleasant, Schenectady	99
5-6	North Carolina	Greensboro	Wilen Short	Greensboro	98.9
5-6	North Carolina	Fayetteville	Jean Hess	Fayetteville	98.6
5-14	New York	Syracuse	Pauline Broadwell	Brownville	98.5
5-14	New York	Syracuse	Harriet Marmelstein	Watertown	98.5
5-14	New York	Syracuse	Josephine Valentine	Nott Terrace, Schenectady	98.3
5-21	New Jersey	Elizabeth	Alice Cook	Red Bank	98
5-21	New Jersey	Elizabeth	Bertha Mills	Battin, Elizabeth	97
5-21	New Jersey	Elizabeth	Ida Gruss	Union Hill, Union City	96
5-21	New Jersey	Elizabeth	Alda Jones	Hackettstown	96
5-21	New Jersey	Elizabeth	Anna Koehler	Manasquan	96
5-5	Oklahoma	Stillwater	Nellie Irene Miller	Stillwater	96
3-25	Utah	Provo	Margery Bruerton	Granite	94.9
3-25	Utah	Provo	Irma Clayton	Granite	94.7
3-25	Utah	Provo	Maurine Nebeker	Richfield	94.2
5-5	Oklahoma	Stillwater	Marye Julia Parmley	Yale	91.7
5-5	Oklahoma	Stillwater	Vivian M. Wilde	Bristow	91

Group Two

60 Words a Minute—First-Year Teams

DATE	CONTEST	PLACE	HIGH SCHOOL	PER CENT ACCURACY
5-6	North Carolina	Greensboro	Greensboro	99.1
5-6	Colorado		Brush (Class B)	97.3
5-14	New York	Syracuse	Mt. Pleasant, Schenectady	97.3
5-6	Colorado		Leadville (Class B)	97.2
5-14	New York	Syracuse	Watertown	97.2
5-14	New York	Syracuse	Wappinger Falls	97.1

DATE	CONTEST	PLACE	HIGH SCHOOL	PER CENT ACCURACY
5-6	Colorado		Yuma (Class B)	96.5
5-14	Louisiana	Baton Rouge	Morgan City	95
5-21	New Jersey	Elizabeth	Manasquan	95
5-21	New Jersey	Elizabeth	Hackettstown	94
5-21	New Jersey	Elizabeth	Red Bank	94
5-14	Louisiana	Baton Rouge	Terrebonne	93
5-14	Louisiana	Baton Rouge	Abbeville	92
5-21	New Jersey	Elizabeth	Rahway	91.3
5-6	Colorado		Greeley (Class A)	90.2
5-6	Colorado		St. Joseph's, Denver (Class A)	90.1

Group Three

70 Words a Minute—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-13	Illinois	Urbana	Heien Durako	Riverton	100
	South Dakota	Aberdeen	Thelma McRay	Huron	99.7
5-21	North Dakota	Grand Forks	Gladys Flick	New Rockford	99.4
5-21	North Dakota	Grand Forks	Florence Kulas	Grafton	99.1
5-21	North Dakota	Grand Forks	Helen A. Odegard	Grand Forks	99.1
	South Dakota	Aberdeen	Eileen Schuett	Tyndall	99.1
5-13	Illinois	Urbana	Dorothy Kerr	Dixon	99
5-21	North Dakota	Grand Forks	Helen Erickson	Fargo	98.9
	South Dakota	Aberdeen	Pearl Winjum	Watertown	98.9
4-28	Montana	Bozeman	Tynce Jones	Kalispell	98.8
5-5	Oklahoma	Stillwater	Luella Flesner	Stillwater	98.3
4-15	New Mexico	Clovis	Lucille Thomas	Clovis	98.1
5-7	Nebraska	Kearney	Laura Schmer	Harvard	98
4-15	New Mexico	Clovis	Laura Rogers	Clovis	98
4-15	New Mexico	Silver City	Jane Thomas	Silver City	97.7
5-13	Illinois	Urbana	Ruth Oldridge	Onarga	97
5-13	Illinois	Urbana	Edna Wolfe	Newton	97
5-5	Oklahoma	Stillwater	Mary Elizabeth Seward	Hominy	96.9
5-5	Oklahoma	Stillwater	Helen Mullendore	Hominy	95.7
5-7	Nebraska	Kearney	Pauline Richter	Kearney	93.7
5-14	Iowa	Des Moines	June Erickson	Council Bluffs (T. J.)	93
5-14	Iowa	Des Moines	Eleanor Pooley	Greene	93
5-14	Iowa	Des Moines	Jeannette Rash	Monona	93
5-14	Iowa	Des Moines	Ruth Hastings	Jefferson	92.5
5-14	Iowa	Des Moines	Harold Bush	Corning	92

Group Four

70 Words a Minute—First-Year Teams

DATE	CONTEST	PLACE	HIGH SCHOOL	PER CENT ACCURACY
5-7	Nebraska	Kearney	Kimball	98.3
5-13	Illinois	Urbana	Dixon	97.7
5-13	Illinois	Urbana	Newton	97.2
5-13	Illinois	Urbana	Harrishburg	96.2

Group Five

80 Words a Minute—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
3-25	Utah	Provo	Anna Payne	Richfield	100
3-24	Utah	Provo	Fern Christensen	Richfield	99.9
5-7	Nebraska	Kearney	Doris Eastman	Kimball	99.8
5-4	Ohio	Bowling Green	Gladys Wingeler	Archbold (Class B)	99.8
3-24	Utah	Provo	Bill Adams	Provo	99.6
5-4	Ohio	Bowling Green	Mildred Missler	Sts. Peter & Paul, Cleveland (Class B)	99.3
5-4	Ohio	Bowling Green	Mary Daubel	St. Joseph, Fremont (Class B)	99.3
5-5	Oklahoma	Stillwater	Alice Hurst	Cushing	98.8
4-29	South Carolina	Orangeburg	Jesse Muse	Columbia	98.5
4-29	South Carolina	Orangeburg	Thelma Childers	Florence	98.3
5-5	Oklahoma	Stillwater	Irene Burchfiel	Bristow	97
5-5	Oklahoma	Stillwater	Lillian Wollard	Cushing	96.8

Group Six

90 Words a Minute—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-4	Ohio	Bowling Green	Marie Englert	John Hay, Cleveland (Class A)	99.3
5-4	Ohio	Bowling Green	Elfrieda Folberth	West Technical, Cleveland (Class A)	99.3
5-4	Ohio	Bowling Green	Irene Mesaros	South, Cleveland (Class A)	99.3
5-4	Ohio	Bowling Green	Eleanor Riemer	West Technical, Cleveland (Class A)	99.3
5-4	Ohio	Bowling Green	Ella Facciuto	Bridgeport (Class B)	98.9
5-4	Ohio	Bowling Green	Thomas Spivy	Montpelier (Class B)	98.9
5-14	Iowa	Des Moines	Helen Schu	Central, Sioux City	98.5
5-14	Iowa	Des Moines	Esther Helin	Central, Sioux City	98
5-14	Iowa	Des Moines	Katherine Neff	Council Bluffs (A. L.)	97.8
5-4	Ohio	Bowling Green	Alice Phetteplace	Shawnee, Lima (Class B)	97.6
5-4	Ohio	Bowling Green	Marcella Steinberger	St. John's, Defiance (Class B)	97.6

Group Seven

90 Words a Minute—First-Year Teams

DATE	CONTEST	HIGH SCHOOL	PER CENT ACCURACY
5-14	Iowa	Central, Sioux City	97
5-14	Iowa	Shenandoah	95.3
5-14	Iowa	Council Bluffs (A. L.)	94.2

Group Eight

80 Words a Minute on Business Letters; 100 Words a Minute on Literary Matter Average Grade on the Two Takes—First-Year Students

DATE	CONTEST	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-6	Arkansas	Billy McDonald	Pine Bluff	96.5
5-6	Arkansas	Geraldine Boyer	North Little Rock	95.6
5-6	Arkansas	Pauline Caldwell	Hot Springs	94

Group Nine

80 Words a Minute—Second-Year Students

DATE	CONTEST	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-21	Maine	Esther Goldstein	Portland	100
5-21	Maine	Olive Stahl	Brunswick	100
5-21	Maine	Elise Moody	Deering	100
5-21	Maine	Leona McSorley	Milo	100
5-21	New Jersey	Elsie Wildanger	Leonardo	99
5-21	New Jersey	Ruth Maurer	Collingswood	97
5-21	New Jersey	James Sottaghn	Moorestown	97
5-21	New Jersey	Lillian Wallser	Hillside	97
5-21	New Jersey	Richard Burman	Hamilton	96

Group Ten

80 Words a Minute—Second-Year Teams

DATE	CONTEST	HIGH SCHOOL	PER CENT ACCURACY
5-14	Louisiana	Hammond	99
5-14	Louisiana	Kimball	98
5-21	New Jersey	Hamilton Township	94.3
5-21	New Jersey	Leonardo	93.7
5-21	New Jersey	Moorestown	93.7
5-21	New Jersey	Hillside	93.3
5-14	Louisiana	Ouachita Parish	92

Group Eleven

90 Words a Minute—Second-Year Students

DATE	CONTEST	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-13	Illinois	Juanita Jones	Johnston City	100
5-13	Illinois	Margaret Rhodes	Monmouth	100
5-13	Illinois	Margaret Siler	Urbana	100
5-6	North Carolina	Christine Horton	Kinston	99.8
5-21	North Dakota	Helen Mae Jensen	Fargo	99.8
5-13	Illinois	Dorothy Charleston	Lake View	99.7
5-13	Illinois	Kathryn Oberweis	Madonna	99.7
5-13	Illinois	June Warren	Decatur	99.7
5-6	Colorado	Mary French	Greeley	99.6
4-15	New Mexico	Margaret Sherrill	Deming	99.6
5-6	North Carolina	Dixie Dean	Charlotte Technical	99.6
5-6	North Carolina	Helen Molpass	Kinston	99.6
5-7	Nebraska	Maxine Sandusky	St. Paul	99.3
4-15	New Mexico	Caroline Havard	Albuquerque	99.3
5-21	North Dakota	Nellie Nelson	Bismarck	99.3
5-6	North Carolina	Evelyn Hampton	Winston-Salem	99.2
5-6	North Carolina	Ruth Myers	Winston-Salem	99.2
5-6	North Carolina	Hazel Nesbit	Greensboro	99.2
5-6	Colorado	Thora Frantz	Englewood	99.1
4-2	Florida	Dorothy Sawyer	Dania	99.1
5-7	Nebraska	Alyce Hokuf	Crete	99.1
5-7	Nevada	Ethel Amonett	Elko	99.1
5-7	Nevada	Helen Miller	Las Vegas	99.1
5-21	North Dakota	Ethel E. Bauman	Jamestown	99.1
4-15	New Mexico	Glenda Holt	Silver City	99
5-7	Nebraska	Evelyn Knox	Holdrege	98.7
4-2	Florida	Gladys Anders	Andrew Jackson, Jacksonville	98
4-2	Florida	Maggie Assaf	Robert E. Lee, Jacksonville	97.7
5-7	Nevada	Alice Wilson	Carson	97.6
5-6	Colorado	Ruth Hoffman	St. Joseph's, Denver	96.9
5-14	New York	Rita Coon	Vocational, Syracuse	96.9
3-25	Utah	Fred Kartchner	Brigham Young University	96.5
5-14	New York	Mary Ostazeski	South Side, Elmira	96.4
3-25	Utah	Leo Eggett	Davis	96.2
3-25	Utah	Ramola Kelly	Millard	95.7
5-14	New York	Olga Thier	Vocational, Syracuse	95.3
5-5	Oklahoma	Cathryn Bell Lumly	Sapulpa	93.8
5-14	Iowa	Nona Binder	Burlington	93
5-14	Iowa	Louise Nuzum	Indianola	93
5-5	Oklahoma	Dorothy Wallar	Hominy	92.9
5-14	Iowa	Grace Hutchinson	Waverly	92.5
5-14	Iowa	Vera Gamm	Waverly	92.3

Group Twelve

90 Words a Minute—Second-Year Teams

DATE	CONTEST	HIGH SCHOOL	PER CENT ACCURACY
5-13	Illinois	Madonna	99.7
5-13	Illinois	Robinson	99.7
5-6	North Carolina	Kinston	99.4
5-13	Illinois	Johnston City	99.3
5-13	Illinois	Hall	99.1
5-13	Illinois	Staunton	99.1
5-7	Nebraska	Holdrege	98.5
5-14	New York	Vocational, Syracuse	93.6

Group Thirteen

100 Words a Minute—Second-Year Students

DATE	CONTEST	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-13	Illinois	June Warren	Decatur	100
4-29	Montana	Velva Dailey	Miles City	100
3-25	Utah	Luana Mercer	Davis	100
3-25	Utah	Cleone Adams	Davis	99.9
3-24	Utah	Delsa Greenhalgh	Payson	99.9
3-25	Utah	Margaret Frampton	Granite	99.8

DATE	CONTEST	NAME	HIGH SCHOOL	PER CENT ACCURACY
	South Dakota	Eva Marquart	Central, Madison	99.4
5-21	Maine	Beatrice Rosen	Portland	99.3
	South Dakota	Elizabeth M. Selmsier	Watertown	99.2
5-13	Illinois	Emily Florence	Madonna	99
5-13	Illinois	Hazel McDowell	Harrisburg	99
5-21	Maine	Phyllis Tapley	Thornton Academy, Saco	99
	South Dakota	Marjorie E. Newell	Canton	99
5-13	Illinois	Mildred Diver	Bridgeport	98.7
4-29	South Carolina	Elaine Williamson	Columbia	98.4
5-21	Maine	Evelyn Segal	Rockland	98.3
4-29	South Carolina	Thomas Waites	Columbia	97.4
5-21	New Jersey	Rita Buch	Hillside	97
5-21	New Jersey	Helen Huppmar	Phillipsburg	95
5-21	New Jersey	Rosemary Huber	Hillside	92

Group Fourteen

100 Words a Minute—Second-Year Teams

DATE	CONTEST	HIGH SCHOOL	PER CENT ACCURACY
5-13	Illinois	East St. Louis	99.6
5-13	Illinois	Harrisburg	98.8
5-13	Illinois	Madonna	98.7
5-21	New Jersey	Hillside	92.7
5-21	New Jersey	Phillipsburg	88.3

Group Fifteen

110 Words a Minute—Second-Year Students

DATE	CONTEST	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-4	Ohio	Edith Heckman	Miamisburg (Class B)	99.6
5-14	Iowa	Harriett Stubbs	Mason City	99.5
5-14	Iowa	Helen Healey	Creston	99.3
5-14	Iowa	Olive Loudon	Creston	99.3
5-4	Ohio	Blanch Tangeman	Fairmont, Dayton (Class B)	99.3
5-4	Ohio	Lorna Thayer	East High, Cleveland (Class A)	99.3
5-4	Ohio	Margaret Lonsway	St. Wendelin, Fostoria (Class B)	98.9
5-4	Ohio	Virginia Reed	Delphos (Class B)	98.9
5-14	Iowa	Miriam Cosand	Winterset	98.5
5-4	Ohio	Anna Thomas	West Technical, Cleveland (Class A)	98.5
5-5	Oklahoma	Blanche Bingley	Ponca City	98.1
5-5	Oklahoma	Mary Belle Tibbetts	Guthrie	97.8
5-5	Oklahoma	Ruby O. Johnson	Ponca City	96.9

Group Sixteen

110 Words a Minute—Second-Year Teams

DATE	CONTEST	HIGH SCHOOL	PER CENT ACCURACY
5-14	Iowa	Mason City	98.5
5-14	Iowa	Creston	98.2
5-14	Iowa	Winterset	97.5

Group Seventeen

120 Words a Minute—Second-Year Students

DATE	CONTEST	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-4	Ohio	Margaret Simecek	West Technical, Cleveland (Class A)	99.8
5-4	Ohio	Mary Maxwell	Wapokoneta (Class B)	99.8
5-4	Ohio	Evelyn Stube	West Technical, Cleveland (Class A)	99.7

DATE	CONTEST	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-4	Ohio	Helen Burke	John Hay, Cleveland (Class A)	99.5
5-4	Ohio	Irene Pogan	Bridgeport (Class B)	98.8
5-4	Ohio	Josephine Ruzicka	South Euclid (Class B)	98.5

Group Eighteen

140 Words a Minute—Unlimited

DATE	CONTEST	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-4	Ohio	Margaret Turchan	John Hay, Cleveland (Class A)	99.1
5-4	Ohio	Viola Bencsics	John Hay, Cleveland (Class A)	98.6
5-4	Ohio	Adeline Chehy	John Hay, Cleveland (Class A)	98

Group Nineteen

150 Words a Minute—Unlimited

DATE	CONTEST	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-5	Oklahoma	Evelyn Hornstein	Stillwater	96
5-5	Oklahoma	Vashti Young	Stillwater	94
5-5	Oklahoma	Olive Gilman	Stillwater	91

Group Twenty—Miscellaneous

Colorado Champion Stenographer

NAME	HIGH SCHOOL	SPELLING	SHORTHAND	TYPING	TOTAL SCORE
Alice Walker	Brush	40	75.5	274	398.5
Mary French	Greeley	37	99.5	240	376.5
Grace Henderson	Ft. Collins	42	92.2	234	368.2

Southern California Commercial Teachers' Association Contest

Los Angeles, May 28, 1932

First-Year Students

NAME	SCHOOL	ERRORS	TRANSCRIBING TIME
Ambur Dana	Beverly Hills	1	12:05
Maxine Dumond	Hollywood	1	13:22
Margaret Kralovich	Catholic Girls'	2	14:30

Second-Year Students

Thelma J. Hinds	Excelsior	7	15:10
Edith Boros	Los Angeles	7	28:10
Louise Behrens	Catholic Girls'	8	24:33

Fifth Annual Inter-High School Contest Sponsored by Nebraska State Teachers College

Kearney, Nebraska, April 15, 1932

Novice Shorthand

50, 65, and 80 Words a Minute

NAME	HIGH SCHOOL	PER CENT ACCURACY
Pauline Richter	Kearney	93.3
Burdette Baxter	St. Paul	92.7
Eileen Smith	Callaway	92

Champion Shorthand

80, 100, and 120 Words a Minute

Maxine Saduski	St. Paul	96.7
Alice Hokuf	Crete	94.8
Helen Sears	Callaway	93.2

Connecticut Business Educators' Annual Shorthand Contest

New Haven, March 12

High School Section

80 Words a Minute

NAME	SCHOOL	ERRORS
Anne Demski	Central, Bridgeport.....	0
Jennie Kulikowski	Simsbury	0
E. Cordy	Manchester	1

100 Words a Minute

Marjorie MacDonald	Plainfield, Central Village	8
Sara Halstead	Shelton	9
Harriet Kryzewski	Ansonia	10

120 Words a Minute

Harriet Kryzewski	Ansonia	24
Lena Copes	Watertown	26
Johanna Spodnick	Warren Harding, Bridgeport	49

Business School Section

80 Words a Minute

Isabel Greenough	Moody Secretarial, New Britain	1
Mary McCarthy	New London	1
Anna Nevelle	New London	2

100 Words a Minute

Christie Johnston	Short Secretarial, Stamford	2
M. Turton	Moody Secretarial, New Britain	2
Isabel Greenough	Moody Secretarial, New Britain	6

120 Words a Minute

M. Turton	Moody Secretarial, New Britain	5
Christie Johnston	Short Secretarial, Stamford	7
Beulah Cooper	Moody Secretarial, New Britain	8

Connecticut Valley Shorthand Teachers' Association Contest

Greenfield, Massachusetts, May 14

80 Words a Minute—Individuals

NAME	SCHOOL	ERRORS
Bernice E. Merrill	Agawam, Massachusetts	2
June Lindsay	Springfield, Vermont	2
Neola Morris	Greenfield, Massachusetts	2
Irene V. Montagna	Agawam, Massachusetts	2

80 Words a Minute—Teams

SCHOOL	ERRORS
Agawam, Massachusetts	9
Turners Falls, Massachusetts	13
Springfield, Vermont	15

100 Words a Minute—Individuals

NAME	SCHOOL	ERRORS
June Robbins	Greenfield, Massachusetts	0
Sarah Greenspan	Turners Falls, Massachusetts	0
Henrietta Putala	Turners Falls, Massachusetts	0
Neola Morris	Greenfield, Massachusetts	0
Josephine M. Sawyer	Brattleboro, Vermont	0
Beatrice M. Silberg	Westfield, Massachusetts	0

(Results of the Typewriting Contests will be found on pages 73-76)

The Shorthand Adaptation

How To Make It

By Arthur G. Skeeles

Supervisor of Writing, Columbus, Ohio

An address given before the Commercial Section of the North Eastern Indiana Teachers Association

(Concluded from the September issue)

MORRISON reminds us that "There is perhaps no single factor so commonly responsible for non-mastery as persistent attempts to achieve a given learning product under the wrong type of technique." (p. 95) I believe this applies to teaching and learning shorthand. We have tried to give our pupils a *knowledge* of shorthand, when the thing which constitutes adaptation, and the thing they must have in order to meet the conditions in business offices, is *skill in writing shorthand*. Shorthand is a way of writing words and expressing thoughts. Shorthand to our pupils is not by any means a science; it is a skill. If we teach it as a theory to be understood, rather than as a habit to be practiced, we make it more difficult for our pupils to reach the objective and make the adaptation.

Steps in Teaching a Skill

The steps in teaching a skill, according to Burton, are "setting the model, imitation, criticism, drill." (NATURE AND DIRECTION OF LEARNING, p. 166) On the part of the learner, the activities are getting the idea of what is to be done, trying to do it, finding out whether the effort is successful or not, and drill, drill, drill—which consists in repeated efforts to do the thing correctly. These steps and activities are, of course, not separate things which must follow each other in the order named. They are inextricably mixed up in the learning process, but may be separated for purposes of discussion.

An illustration suggested by Burton may help us to understand more clearly what is involved in learning. Suppose all of us try to learn to wiggle our ears. Probably we shall not learn very rapidly to perform the feat, because in the first place I cannot do it myself, and therefore cannot set the model for you. Secondly, you who are making violent efforts to accomplish the feat do not know whether you are succeeding or not. A few of you are; most of you are not. You simply can't tell by the feeling in your ears,

or in your scalp, whether your ears are wiggling or not. You might try the stunt for days and days and not make any progress in learning.

Burton knew this and so he suggests that you try it before a mirror. That is much better than trying it before an audience. When you are before a mirror you can tell when you succeed, and can criticize your own efforts. Your drill in wiggling can be intelligently directed.

This agrees with something I wrote some years ago. In order that practice may bring improvement, four things are necessary:

1. The learner must practice—the act must be tried over and over.
2. The learner must succeed at least part of the time or must come nearer to success at some times than others
3. He must know when he succeeds.
4. He must have a greater degree of satisfaction with his successes than with his failures. (HOW AND WHY PRACTICE MAKES PERFECT, p. 4)

If these principles are correct, it is perfectly safe to prophesy that none of you will ever learn to wiggle your ears. In the first place, you won't learn to wiggle your ears without practice, and none of you will continue to practice. In the second place, even if you did practice you would not improve, because you would not succeed even partially in wiggling your ears, and efforts toward doing a thing that we can't do at all do not result in learning. In the third place, you would probably not know whether you had succeeded or not, unless you were before a mirror. And fourth and finally, you would not have any satisfaction in the accomplishment, even if you did succeed.

It is true, of course, that wiggling the ears is almost the zero point of usefulness among all the possible accomplishments of mankind; nevertheless, I should recommend practice in trying to wiggle his ears to any teacher who wishes to increase his knowledge of the learning process. By wiggling your ears for five minutes each day for the next month you may become a better teacher.

Whether you become ear wigglers is altogether incompetent, irrelevant and immaterial!

The reason for setting the model first also is thus stated by Morrison: "The learner is set to practice with the goal itself as a focal content in consciousness. So long as he practices with intent to achieve the goal he will eventually clear up his random movements and arrive. . . . (But) the goal must be recognized and there must be intent to reach the goal. . . . Hence, as an initial step in the learning, the pupil must be made conscious of the goal by observing performances at the level of the adaptation sought." (p. 508)

The Learner Must Have a Goal

Note that as an initial step in learning the pupil must be made conscious of the goal. This consciousness is aroused by observing performance; and the performance observed must be at the level of the adaptation sought. That is, the initial step in learning to be a stenographer is to get an idea of what a stenographer does and this is best done by seeing a stenographer at work, or at least seeing someone taking dictation in shorthand under conditions as nearly as possible like the conditions in an office. Some of our pupils have doubtless had such an experience before coming to school; but few of them will have had such an experience under conditions which lead them to observe closely just what is being done. Until a pupil has observed such a performance, he will have a very indefinite idea of what he is trying to learn to do. And human beings learn acts of skill much faster when they have a definite idea of what they are trying to accomplish than when they practice without such a clear idea.

The importance of the idea of the thing to be done in bringing about learning is well illustrated by a story that you have doubtless heard Mr. Gregg tell. In the 'nineties there was in an office in Michigan a young man by the name of McGurrian, who afterwards was famous as one of the originators and demonstrators of touch typewriting. At that time most typists used only three fingers on each hand, although some used two, and a few only one. I remember that the first typewriting instructor placed in my hand when I entered a business college said that the little fingers were useless for typing, being too weak for such heavy work. This McGurrian practiced with his three fingers and became a rapid typist for those days. One day when he was making the keys rattle at a great rate a visitor in the office asked him if he could write without looking at the keys. He had to confess that he could not, and expressed doubt whether such a thing could possibly be

done. "Oh, yes," the visitor replied, "there is a girl over in the office of So-and-So who can write without ever looking at the keys." So McGurrian began to practice with the idea of learning to write without looking at the keys, and after a time was able to do it. He had acquired this new skill because he had a clear idea of what he was trying to do. Mr. Gregg calls this "competing with something that doesn't exist," because when McGurrian later visited the office where the young lady worked he found that she could not write a single sentence without looking at the keys. The real hero of this story is the prevaricator who originated the idea that it would be possible to write on the typewriter without looking at the keys.

Show Your Students How to Write

If as the initial step to learning the learner must observe performance at the level of the adaptation sought, it follows that one of the most helpful things the teacher of shorthand can do for his pupils is to show them how to write shorthand—not merely a word or two, or the exercises in the book, but the kind of writing that the pupils will be called upon to do after leaving school. Mr. Gregg said on this subject some twenty-five years ago: "One of the most powerful aids in imparting to others the knack of writing shorthand *rapidly* is the ability to write rapidly and to demonstrate how it is done. Not rapidity in the sense that the teacher must be a 'record breaker,' or a 'speedist,' but he ought to have sufficient executorial skill to show students that he is a capable writer himself. And it may be remarked in passing that the teacher who takes the trouble to acquire this skill will have revealed to him some of the things behind the scenes which will do more to help him to secure results than anything he has ever undertaken." ("The Teaching of Shorthand," p. 49) That Mr. Gregg is of the same opinion still is indicated by some interesting remarks he made on the subject at one of the Iowa Research Conferences on Commercial Education held at the University of Iowa. As reported in the *American Shorthand Teacher* for September, 1930, he said:

Teachers of shorthand today, in the main, are not as competent as those of thirty years ago. (Here there was a general gasp of surprise and protest.) Mr. Gregg went on to say that he acknowledged that teachers today had a much better background educationally than formerly, and were better trained in methods of teaching, but he maintained that they are not as skillful in the use of shorthand as they were thirty years ago. He then mentioned the names of a great many teachers of thirty years ago who were able to go out and report any convention that came along. He said he doubted if there are many teachers who could do so today; in fact, he believes that if he called for a show of hands in any meeting of shorthand teachers of how many could write one

hundred words a minute for five minutes, there would not be many hands raised. And yet teachers of shorthand are handling a *skill* subject in which the best results can be obtained only by *showing* students the knack of doing the thing skillfully.

Why this change? Mr. Gregg said he believes it is due to the emphasis being placed in the wrong place. Teachers today are so busily engaged in researches (a general laugh), in surveys, in writing theses for degrees, that they have no time to learn to write shorthand well, and, what is worse, the educational authorities do not care whether they do or not. Unless a teacher can write shorthand fluently and loves to write it and teach it, he cannot hope to inspire his student with love and enthusiasm for the art. . . . A teacher in Germany or Great Britain is not licensed to teach shorthand until he has demonstrated not merely his educational qualifications—his knowledge of shorthand methods and class management and many other things—but is able to write rapidly for five minutes on difficult matter and transcribe it accurately. If we could establish such a standard for teachers of the subject in this country, it would do more to improve methods and results in shorthand than all the researches in the world, valuable as these are in giving a background and plan of work.

A Challenge to Our Efficiency

This challenge of Mr. Gregg's to our ability to write shorthand at a speed of one hundred words a minute arouses my ire. Surely this is a slur on our ability which we cannot let go unchallenged. Most of us are training our pupils, or some of them, to write at least one hundred words a minute, and all of us would boast that we know more shorthand than our pupils know. I suggest that as a part of this program today the Chairman dictate five hundred words in five minutes, and give us all a chance to write and transcribe it. Let us prove to Mr. Gregg that while he may be correct as to the inability of shorthand teachers in Iowa or in New York to write as rapidly as their pupils, he is basely slandering us in Indiana and in Ohio!

What is the matter with those teachers in New York and Iowa and other backward states that they are such slow shorthand writers? Why haven't they learned to write faster? Let us not deceive ourselves into thinking that they are just naturally slower than we are. The reason is indicated by Mr. Gregg when he says, "The educational authorities do not care whether they do or not." Shorthand teachers do not, in these benighted states just mentioned, secure their jobs because they can do what they are hired to teach their pupils to do. They are hired because they have regular features, and clear complexions, and aggressive personalities; because they have college degrees, perchance, and possibly because they know the theory of shorthand. Whether or not they can write shorthand as it must be written in business offices the hiring authorities care not.

Now if teachers of shorthand were hired because they could write shorthand, then they

would learn to write shorthand; and if advancement in the teaching profession depended, among other things, upon increasing the speed with which they write, they would continue to increase their speed. For as Dr. Book has pointed out, "It is a well-known fact that printers, typists, teachers, and skilled workmen of every sort cease to improve in their work almost as soon as they acquire sufficient skill to meet their immediate needs or to hold their jobs, and that they will begin again to improve in rate and quality of work if sufficient incentives are provided." ("Learning to Typewrite," p. 282-3)

We would all admit, I suppose, that if schoolboards should prefer teachers of shorthand who could write difficult solid matter at one hundred and twenty-five words per minute, we could quickly qualify. But is there not another incentive that could stir us to effort? Should it not be sufficient incentive that the ability to write at that speed or higher would make us more competent shorthand teachers? If it is true that, until we are able to write shorthand rapidly, as well as to explain it, our teaching is not as effective as it ought to and it might be, can we not muster sufficient professional pride and sufficient sense of responsibility to our pupils to induce us to make the effort necessary to secure a reasonably high degree of skill?

Dictate, Dictate, Dictate

The remaining steps in learning, Imitation, Criticism, Drill, follow and are repeated again and again after the model is set. The learner should imitate and drill upon the thing he is trying to learn to do; and the criticism of the teacher should point out his advances toward the adaptation, and his mistakes in trying to reach it. With the texts available today, there is little for the teacher to do in providing material for practice, except to choose from the wealth of such material that which is most suited to his needs and the needs of his class. But we must keep in mind that the pupil is trying to learn to write words *from dictation*, and that he will accomplish this most quickly by getting much practice in writing from dictation. There is some value in other forms of practice. Copying shorthand notes may help in writing matter from dictation; writing shorthand from print may help in writing matter from dictation; studying rules and principles may help in writing matter from dictation. But the teacher should be sure that the goal of writing from dictation is ever before him and the pupils. Otherwise copying shorthand notes may produce a slow style of writing which must be broken up before the learner can write rapidly; writing

shorthand from print may form associations between the sight of the word and the act of writing it which will interfere with forming associations between the sound of the word and the act of writing it; and the study of rules and principles may induce a deliberate, thoughtful study of each word to be written which will make rapid writing from dictation exceedingly difficult to learn.

Don't Fetter Their Fingers with Rules

The fact must not be overlooked that shorthand is written rapidly only when the writer is able to write the outlines for the words spoken *without hesitation*, which means *without deliberation*. Pondering over the rule or principle that applies is fatal to speed. In fact, rules and principles have no place in the *writing* of shorthand, except as they may be needed to construct an outline for a new and unfamiliar word—and it is seldom that a stenographer needs to form such an outline while writing, and even more seldom that he is able to do it.

It follows from what was said above that the pupil's knowledge of shorthand should be somewhat different from the knowledge of the teacher. The learner uses a given rule or principle almost entirely as a means of remembering how to write the words that are written according to that rule or principle. If the rule or principle is of very frequent application, such as that for writing circles, it becomes so thoroughly established that it can be applied to any new word without hesitation. If it is of less frequent application, such as the "analogical abbreviations," all the common words written according to a given principle are usually given in the text. When the outlines for these words are learned, the rule or principle may be, and should be, allowed to sink into the reservoir of subconscious memories, never to be recalled unless

another word is encountered which comes under the same rule or principle.

But the teacher must keep the rules in mind, because they are constantly needed in helping pupils to write and remember the words that come under them. This is perhaps the reason why teachers of shorthand sometimes find it difficult to write rapidly—they think of the rules and principles too much. But if we remember that it is *ability to write rapidly* that is needed by our pupils, and that the teacher needs to demonstrate to his pupils the thing that the pupils are trying to learn, we shall see the necessity for the teacher's having skill as well as knowledge.

Without skill, we are likely to emphasize too much the "science" side of shorthand—as Morrison says, "The attempt is made to reduce everything to terms of an understanding or rationalization." (p. 95) We cannot too often reiterate that we are not training our shorthand pupils to repeat rules and state principles and give definitions; we are training them to *write words as they hear them spoken*. If they can write correctly what the dictator says, it matters not a whit whether they can state a single rule or principle or definition.

We Must Set the Model

To give them this ability to write shorthand correctly and rapidly we must set the model by showing them what they are trying to learn to do; give them a performance to imitate, not merely something to memorize; criticize their efforts constructively, pointing out how far they succeed and wherein they fail and give them abundant drill in doing the thing they are trying to learn to do. So shall we help our pupils to make the shorthand adaptation, and prove ourselves competent teachers of the lithe and noble art.

Columbia Offers New Courses to Teachers

TEACHERS COLLEGE, Columbia University, New York, is inaugurating a series of Saturday morning and evening courses throughout the week for the 1932-33 school year under the direction of Mr. W. R. Odell, associate in Commercial Education, Teachers College. These courses have been especially designed for experienced commercial teachers who wish to improve their teaching.

Besides Mr. Odell, the following educators will offer courses:

Mr. E. W. Barnhart, chief of the Com-

mercial Education Service, Federal Board for Vocational Education, Washington, D. C.; Mr. Louis A. Rice, assistant in Secondary Education, New Jersey State Department of Public Instruction, Trenton; Miss Rowena Wellman, lecturer, Teachers' College; and Mr. Harold H. Smith, of the Gregg Publishing Company, New York.

This is the first time that Teachers' College has offered such work in the regular school year and we suggest that teachers who may be interested write to Mr. Odell for full information.

Factors that Influence the Building of Shorthand Speed

DR. WILLIAM FREDERICK BOOK, in his chapter on Phenomena Influencing Learning in "The Psychology of Skill," gives relearning and warming-up as two important subjective factors that influence learning.

"Memory, as everyone knows," says Dr. Book,¹ "is basic for all acquisition. The reason some subjects (pupils) improve so slowly is that it takes them most of the day to relearn what they forget overnight. A learner's progress, therefore, depends as much upon how well the effects of practice can be retained and on how quickly and easily lapsed acquisitions can be revived, as upon the amount learned each day."

It is evident from Dr. Book's statement that when he mentions "learning" or "acquisition" he means, in a skill subject, learning *how* to do, as well as what to do.

Relearning

The advanced shorthand instruction continues the theory instruction, and the daily relearning continues to be a part of the advanced shorthand teacher's lesson plan. Formerly, both student and teacher said good-by to theory instruction at the end of the theory course, and, both in name and method, the physical factors that influence the writing of shorthand took full possession of the advanced course. Today, the entire shorthand course, from the first lesson to the last, has the one objective—speed building—and the teacher of "advanced" shorthand (so-called merely for convenience in setting down a course of study) continues to develop both the mental and the physical factors in the same pedagogic manner as that used by the theory teacher.

The daily relearning in the advanced shorthand teacher's speed-building program has taken the shape of a carefully directed motivated review based on the dictation material of the day. This motivated review is dressed up in the form of short, interesting, analogical speed-building drills.

Warming Up

Another important subjective factor influencing the building of shorthand speed is the warming-up.

"There is," says Dr. Book,² "a generally felt need of starting any activity, mental or physical, slowly and working rather leisurely until all the associations involved have been fully revived. When we add the fact that the most automatic habits which the learner has acquired must be exercised for a time before they will work perfectly, and that a favorable set of mind must be developed before the work can be done on the highest plane the learner has yet attained, the significance of the relearning and warming-up for acquisition becomes clear.

"There are times when pushing ahead with a do-or-die attitude results in retrogression and failure to learn. Such periods occur on an off day and during the early part of a test. Upon first beginning to write, the learner must go more slowly and carefully refresh the newly acquired associations and revive the old ones *before* he can work to advantage with a do-or-die attitude. If this is neglected, he will push himself into his own undoing instead of onto a higher plane of work."

One may readily appreciate, therefore, the pedagogic importance of warming up both the mental and physical reactions of the pupil before starting to dictate the assignment for the day.

Brief-Form Drills Ideal for Warming Up

This warming-up is accomplished by the dictation of easy matter, starting at a slow rate of speed and gradually increasing the speed to the student's writing rate. The use of this type of material, filled with brief forms and brief-form phrases, accomplishes another desired objective; in fact, while the student is warming up and acquiring a favorable "set of mind" for the dictation that is to follow, he is also increasing the automatization of the brief forms and brief-form phrases. This warming-up exercise thus eliminates the need for any other form of relearning the brief forms.

Speed-Progression Tests

Another very important use of this warming-up factor in building shorthand speed is illustrated in the giving of a speed-progression test to force the student onto higher speed levels. A speed-progression test is one

¹Book: *The Psychology of Skill*, page 140. ²Book: *The Psychology of Skill*, page 149

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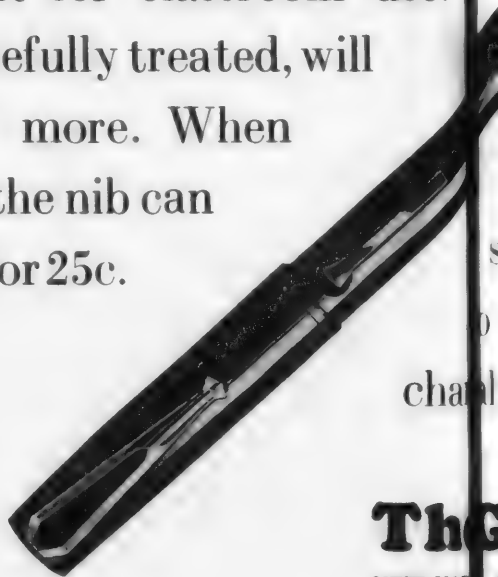
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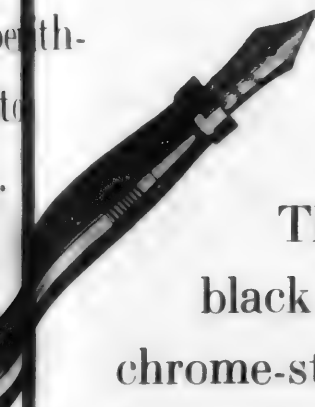
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in which the second and each succeeding minute's dictation are counted at a rate of speed higher than that of the preceding minute. The dictation starts at a speed well below the student's rate and increases gradually, giving him the opportunity to refresh his newly acquired shorthand associations and revive the old ones. As the speed of the dictation increases beyond the student's present rate, he hangs on with a "do-or-die" attitude and finds that he has succeeded in writing at a higher speed for a minute or two.

The conditions have been favorable, he has been thoroughly warmed up, and by strong effort and undivided attention efficiently directed he has lifted himself onto a higher plane of skill.

Teachers of advanced shorthand will find it well worth their while to recheck their speed-building lesson plans to see that they sufficiently stress at the beginning of each lesson the two factors—the daily relearning and the warming-up.

—C. I. B.

Typewriting in Schools

An Editorial from "The New York Times" of June 26, 1932

(Reprinted by special permission of the publishers)

THE wide use of the typewriter, not only in business but in private life, has caused some to fear that handwriting may soon become as obsolete as beautifully illuminated manuscripts. Mid-Victorian ladies, shocked to find granddaughters at college writing them neatly typed notes, wonder what the world is coming to. It is true that from 1914 to 1927 the manufacture of typewriters and typewriter supplies increased in value almost threefold. But at the same time the manufacture of ink almost doubled, lead pencils almost trebled, and the 1927 output of fountain pens was more than three times that of 1914.

The increased use of the typewriter seems, in fact, to be concurrent with an expansion of many forms of handwriting. An experiment with typewriters in the elementary schools showed that children who had the use of machines wrote more, both in type and by hand, than children in classes where typewriters were not used. Also, the use of the typewriter caused no falling off in speed or quality of handwriting.

The experiment, as described by Frank N. Freeman in the *Elementary School Journal* for June, was undertaken in order to compare the progress of classes using the typewriter as a supplement to their school work with that of classes similar "in all essential respects except the use of the typewriter." On an average one machine was provided for

four pupils. The time spent in typing was from 50 to 130 minutes a week, varying from Grade I to VI. Only informal instruction was given as an aid to the natural "hunt-and-peck" method.

It was difficult to present the results in arithmetical form. In general educational progress, "the experimental group excelled the control group in four of six grades." In view of the short time given for practice, the children learned to type easily. In a year's time they could type as rapidly as they could write with pen or pencil. Their work was fairly accurate, with an average amount of error between 3 and 6 per cent. The use of typewriters appeared to stimulate the production of written work. The pupils were enthusiastic about the innovation. Teachers testified "to the improvement of their written work, to the development of self-confidence on the part of some of the slower pupils, and to the generally favorable influence on the pupils' attitudes." Continued use of typewriters was recommended by 93 per cent of the teachers.

No comment was made on improvement in spelling due to use of typewriters, unless the report on accuracy may be taken to cover that point. Visual-minded adults often find typing an aid to spelling. Questions of cost of equipment were not considered, so that no conclusion was reached whether the superior progress of the young typists warranted the additional expenditure.

If you are planning to enter the Play Contest announced in the October issue of the GREGG WRITER, the plays in "Commercial Clubs," by A. A. Bowle, may prove helpful as models. They have been put on successfully as part of the Commercial Club programs given in schools all over the country.

EDITORIAL COMMENT

ON SUNDRY TOPICS

The Wider Use of Shorthand

THE advantages derived from the use of the typewriter by students in the elementary school classroom, as partially described in the editorial from the *New York Times*, suggests some interesting thoughts. In the first place, it is significant that while the use of the typewriter has increased enormously, there has been no reduction in the use of pens and pencils. On the contrary, the use of these instruments has increased at even a more rapid rate in the period from 1914 to 1927, inclusive, based on their production, than at any other period. But we are not so much interested in quantitative use, as in the educational effect.

It was shown by the study* that the use of the typewriter had stimulated more writing both on the machine and by pen. The additional educational advantages covered a wide range. To quote from the report on the factor that is of most interest to us at the moment:

One of the most significant contributions of the typewriter, according to the teachers, is that it provides an easier means of self-expression, thus enabling the child to realize a larger proportion of his creative impulses. A great number of teachers say over and over again, in various contexts, that, with the aid of the typewriters, their children compose and write more original material of various sorts, with more interest, greater satisfaction, and less effort than by handwriting. The teachers mention all kinds of writing, from original stories and poems to booklets of original arithmetic problems.

Other advantages obtained were more reading and research, more written practice work, improvement motivated, shy and slow children often "reached" by the typewriter, neatness and print-like characters a boon to young pupils, compactness of typing enhances project work. As to attitudes, the typewriter promotes self-criticism on the part of pupils, good working habits, responsibility, and self-confidence in slower pupils. This by no means covers the entire range of advantages noted

in the report, but it is sufficient for what we are aiming to bring out in this editorial. The point that immediately arrested our attention was the fact that the use of the typewriter encourages *more original writing, and provides an easier means of self-expression*. As with many teachers, we have long felt that handwriting places a decided brake on full and clear expression so far as original composition is concerned, because of its slowness and the physical effort it requires.

According to the Cleveland (Ohio) Penmanship Scale** pupils in the twelfth grade are expected to reach a speed of one hundred legibly written letters a minute. Average nontechnical language runs about four letters to the word. In terms of words, therefore, this means a speed of twenty-five words a minute. Average good longhand writers, we think, will hardly exceed thirty words a minute, even under the most favorable conditions. Note taking in high school naturally should have the effect of speeding up the writing, as it unquestionably does. But it also plays havoc with legibility. These facts were brought out very clearly by Mr. J. M. Snesrud in his study of the handwriting problem.† In original composition, the main idea is to get down on paper thoughts as they are formulated. They may not be expressed in the best language form, but they furnish the basis upon which editing and refinement of language can be done effectively. This would be true also of typewritten copy. With very little practice, however, speed in typewriting, as compared with longhand, may be vastly increased. According to a recent newspaper interview, Mrs. Buck, the author of "The Good Earth," devotes about three hours in the morning to turning out original composition at the rate, on the average, of twenty to twenty-five words a minute. And this, mind you, while using but one finger of each hand, which certainly is not to be recom-

*An Experimental Study of the Educational Influences of the Typewriter in the Elementary School Classroom: Ben R. Wood, Columbia University, and Frank N. Freeman, University of Chicago; The Macmillan Company, New York.

**Cleveland Business Penmanship Scale: A. N. Carmine, William L. Connor, Roy W. LaDu; The Harter School Supply Company, Cleveland, 1926.

†Handwriting Efficiency in Junior and Senior High Schools: J. M. Snesrud, The Gregg Publishing Company.

mended. This rate, as any writer will know, does not represent maximum speed, as there are often long pauses when one is attempting to crystallize an idea and to express it in appropriate language. In other intervals, when the thought is flowing more smoothly, the writing is at a greater rate of speed. Facility, or lack of facility, in originating and formulating thoughts varies greatly, and the speed of recording, within certain limits, fluctuates in accordance with the situation at the moment.

It is undeniably true that the limitations in speed of longhand writing regulates to some extent the speed of composition; the writer automatically accommodates himself to his medium of written expression, becomes habituated to its limitations, and proceeds more leisurely when writing with pen or pencil. Every writer has had the experience of trying to write out a brilliant thought—or so it seemed at the moment—only to be thwarted by his lack of ability to get it down on paper. That is, one attempting to compose in longhand is slowed down by the speed limits of his writing medium. Many thoughts that flash into the mind, sometimes very crudely formulated, cannot be recorded because of the slowness of handwriting. In such a situation even a moderate skill in the use of the typewriter would help enormously. With very little directed practice, one can attain a speed of thirty to forty words a minute on the typewriter. On the other hand, if one were skilled in writing *shorthand* he would have a far superior instrument for recording his thoughts. It possesses the one necessary element that is lacking in both longhand and typewriting—and that is *speed*. Written in its simplest form shorthand is capable of a speed of at least four times that of longhand.

Most of us have placed the emphasis on the vocational functioning of shorthand, and this automatically has inhibited a conception of its functioning in other respects. We have given very little thought, for example, to promoting its possibilities for personal use. If the typewriter has proved its value educationally in stimulating greater production in creative writing and other directions—as is evident from the report quoted above—there is no reason for thinking that shorthand would not prove equally valuable, if not more so.

Contrary to the usual theory, shorthand can be learned quite easily by very young pupils, if care is taken to confine the learning of principles that can be applied to words within their vocabulary. Shorthand could be taught with advantage along with longhand writing. The vocational idea, of course, would have to be kept in the background with groups of students thus pursuing the study. It is believed, however, that those who developed special talent would continue the study and practice of it with a vocational aim later.

Owing to the similarity of movement in writing shorthand, the shorthand practice should have a beneficial effect on the longhand. Moreover, it has a strong motivating influence. One of the most striking educational advantages of a study of shorthand is the training it gives in both analysis and interpretation. Combined with typewriting, we can think of no other art that seems to offer greater possibilities for young pupils in acquainting them with the English language.

It would be interesting and undoubtedly enlightening if some groups of teachers would carry out an experiment with shorthand such as that conducted by Dr. Wood and Dr. Freeman in the field of typewriting.

A New National Business Education Quarterly

for NEA Business Department Members

THE officers of the NEA Department of Business Education for 1932-1933 have made an auspicious start in their program to build up this important department to the point where it will really function throughout the school year as a national organization, working for the advancement of commercial education.

The following communication has since been received from Dr. Paul S. Lomax, president of the department:

At a discussion of plans for building up the department, it was agreed that a quarterly publication should be issued this year to be known as the Na-

tional Business Education Quarterly. It is hoped that this can be developed into a monthly journal for commercial teachers when conditions justify.

Mr. Earl W. Barnhart, of Washington, D. C., has consented to serve as editor of the *Quarterly*. He has outlined the following plan for the four issues of the coming year:

The first number is to be issued in October. It is to be a full report of the papers presented before the Department of Business Education at the Atlantic City meeting on the theme, "Looking Ahead in Business Education." The second number is to be issued in December. It is to be devoted to the subject of typewriting, including such topics as objectives, standards of achievement, practical ways of dealing with classroom problems, and a bibliography. The third number is to be issued in March. It is to be a symposium on the objectives

of commercial subjects as formulated by leaders in various parts of the country. It is planned to have this topic as the theme of the next program of the Department. The *fourth number* is to be issued in May. It is to be devoted to bookkeeping, and will cover about the same topics as the typewriting number.

The purposes of this *Quarterly* are to provide a needed service to teachers of commercial subjects, to have an official magazine of the Department, and

to have something definite to give to commercial teachers in return for their membership in the Department. The *Quarterly* will be sent to those who are paid members of the Department.

The annual membership dues are \$1.00. Applications for membership should be mailed to Louis A. Rice, Executive Secretary, 7 Sylvester Street, Cranford, New Jersey.

Projects in Elementary Shorthand

Suggested by Grace M. Marshall

High School, Rutherford, New Jersey

DURING the last few weeks in which we are studying the Manual, I give my pupils a list of suggested projects which they may do while we are reviewing. Additional credit is given for these projects. I allow many variations from the work and tell my pupils if they have any ideas they would like to work out, they may consult with me about them.

We are all familiar with the value of projects and their effect on pupils as an incentive to work. I need not discuss that point here.*

Each teacher can add to the following list or fit it to her particular needs.

Project One

An *article* or series of articles totaling 500 words, including 50 words on a definite principle. The article must be written in shorthand. The longhand is also required.

My students have given me articles that use words in which *r* is omitted and in which the vowel is reversed. The blends, prefixes and suffixes, and the abbreviating principle are also favorite topics for this project.

Many of the articles are original and are often on current events that are of particular interest to the pupil. Once in a while I receive a humorous essay; one, for instance, was on the trials of one "youngster" in getting started on homework.

Project Two

A *chart* illustrating some principle of shorthand, accompanied by a word list.

Boys and girls enjoy anything that permits them to draw. Sometime ago the AMERICAN SHORTHAND TEACHER had an interesting

chart illustrating the suffixes and prefixes by elevated, surface, and subway trains. Pupils can make many variations of this type of drawing — the principles of shorthand can be grouped into a few units. Outline maps may be used giving the states and cities in shorthand.

Project Three

A *joke book* containing fifty jokes written in longhand and shorthand.

Even the most uninterested pupil likes jokes. They may be taken from the GREGG WRITER or from the *Literary Digest* or any standard book of jokes. Here, as elsewhere, it may be necessary to emphasize that you want "acceptable" material.

Project Four

A book of *quotations* and *poems* written in shorthand with either the longhand or an available reference.

Many fine quotations and poems will be turned in by pupils from whom you would not expect beautiful sentiments. When questioned, they will invariably say, "I liked that, so I wrote it in shorthand."

Project Five

A *short story*, written in shorthand, illustrated if possible and accompanied by a key in longhand. The story should contain about 900 words and may be original.

Project Six

Transcription of fifteen pages of shorthand to be chosen with the approval of the teacher.

*Kilpatrick: Education for a Changing Civilization

This project is especially for those students who lack initiative.

Project Seven

The shorthand notes and longhand transcript of ten letters dictated in class.

This provides work for the duller pupils

who need additional drill and it links up closely with the review work.

The new book, "5,000 Most-Used Shorthand Forms," is very helpful in this work as it enables the pupil to find useful words for his original articles and stories. The book also encourages him to hunt up the underlying principles in the Manual.

New Shorthand Courses of Study

THE high school and the private school courses of study in Gregg Shorthand published last year by the Gregg Publishing Company have been revised and the 1932-1933 courses may now be obtained by writing the nearest office of the publishing company.

These courses are based on the Three Red Books, on Gregg Speed Building, Rational

Dictation, and Secretarial Studies. The high school course covers two years and the private school course, eight months.

In addition to a daily outline, the courses contain standards of achievement, methods of procedure, sample teaching plans, suggested student activities, methods of testing, and a bibliography.

Findings of First National Survey of High School Education

"*THE* present proportion of enrollment in American high schools has never been equalled at any other period or in any other country, and the pouring in may be assumed to indicate that rapidly increasing proportions of children from what are termed the lower economic levels are being given the opportunities of education at the secondary level."

Dr. Leonard V. Koos, of the University of Chicago, noted authority on high school education, makes this statement in connection with the first formal summary of "findings" of the National Survey of Secondary Education provided for by Congress and lasting three years, which he directed. The study is based on returns from more than 200,000 inquiry forms answered by teachers, pupils, parents, and employers, and from visits to more than 550 different high schools in practically every state.

an increase. In many schools non-academic subjects now claim from a third to two-fifths of all the pupil's time in the classroom.

Unit Assignments

"Procedures characterized by the unit assignment are among the most frequent provisions for individual differences," according to Doctor Koos. "A significant implication here is that terminology is needlessly elaborate and complex, and that the educational world will be better off if it discards a great deal of this jargon. This finding alone is worth more than the cost of the survey," says Doctor Koos, stressing, however, that "the unit assignment is distinctly serviceable in providing for individual differences."

Reorganization Movement

Taking up the "reorganization movement" in our high schools, Doctor Koos reports that "size for size, up to enrollments of about 1,600, the six-year school has advantages over the separate three-year junior and senior high schools. Size of enrollment is a more important factor of difference between schools than type of organization," he says. "The vitality of the junior college movement seems to demand that this new unit be given a prominent place in our family of education institutions."

Changes in Curriculum

"Certain projects of the Survey have discovered widespread tendencies to change in the curriculum of the schools," Doctor Koos reports. "The dominant shifts in subjects required of all pupils have been away from foreign languages and mathematics (college entrance required subjects) and toward social subjects and physical education. Non-academic subjects, including the fine arts, practical arts, and physical education, have shown

Self-Teaching of Gregg Shorthand

Devised by D. Himebaugh

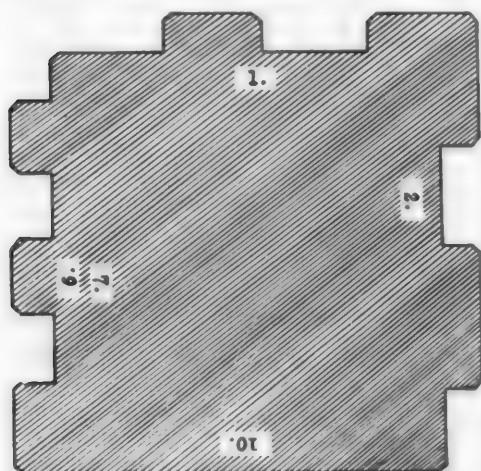
Natrona County High School, Casper, Wyoming

(Copyright, 1930, by D. Himebaugh)

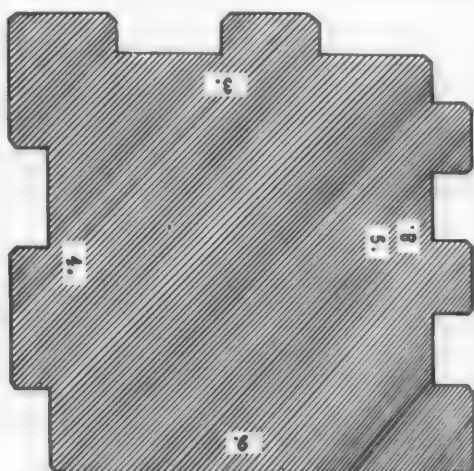
THE Self-Teaching method of learning Gregg Shorthand is to be used by students as an aid in school or out of school, from the old or the revised Gregg Manual, and also from the Gregg Dictionary. The idea is self-teaching in learning to write and read up and down and across the page, and it will give the students a chance for

downward, by writing upward, by reading downward, by reading upward, by writing across, and by reading across. Thus every step of the pupils' progress becomes new, even in the repetition of the work.

Interest is increased and sustained by this method of learning shorthand because the students can check every step of their progress



Form A, showing numbered edges on one side



Form B, showing numbered edges on reverse side

more thinking in their study and practice work when the Self-Teaching Card is used. In learning shorthand we must keep foremost in mind two important steps—first, to write and read shorthand correctly; second, to write and read shorthand skillfully. Accuracy is to be stressed first and speed later. The use of the Self-Teaching Card will aid in attaining accuracy.

Six Changes Provided by Repetition Drill

The Card (actual size $3\frac{3}{8} \times 3\frac{3}{4}$ inches) is designed with part of the edges cut out in such a way as to allow a word or character to come in sight to be written or read and the result immediately checked by slightly moving the card to expose the answer and at the same time present a new word or character to be written or read. This system of learning does not become monotonous, since the method of using the card is variable. Repeated practice on the same page may be obtained in six different orders — by writing

immediately. They will become eager to write or read each character in order to see if they can do it right. Thus, when they become inquisitive of their own abilities, they are led to learn shorthand instead of being driven. This is a better pedagogical method than to tell the pupils in the class to write each word ten times, more or less, and disregarding the ability and I. Q. of each student.

Aids "Thinking" Practice

While skill in writing shorthand can be developed by writing each character a sufficient number of times, nevertheless it is an inefficient method of forming a new concept of word, sound, and character. A student must have a chance through *thinking* to tie up these three elements in learning shorthand before developing speed by practice. In order that this may be accomplished by thinking, the word or character must be made new by a lapse of time before it is practiced again. Repeated consecutive practice does not allow

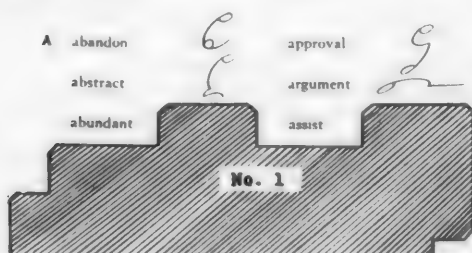
much thinking. We know that the student's interest in writing each word will decrease inversely as the number of times the word to be written consecutively is increased. Consequently he or she can be thinking about something else during the last part of the practice for each word. This results in useless practice associated to some extent with wrong ideas. The student must be given a

chance to think out every rule and movement for each word in beginning shorthand. It is this object that the writer aims to assist the student in securing by use of the Self-Teaching Card as illustrated.

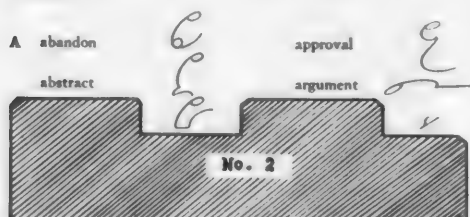
The forms on page 71 show the two sides of the Self-Teaching Shorthand Card with each edge correspondingly numbered. Nine different uses of the Card are shown below.

How the Self-Teaching Card is Used

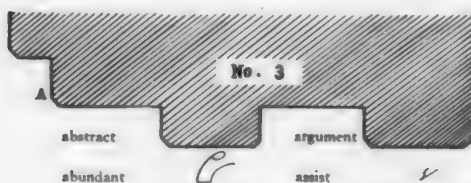
No. 1 position is used for writing into shorthand down all two-column pages of the Manual.



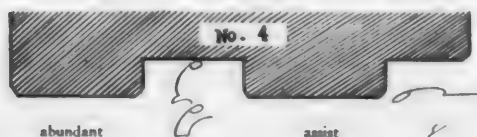
No. 2 position is used for reading into long-hand down all two-column pages in the Manual.



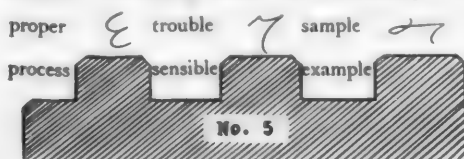
No. 3 position is used for writing into shorthand up all two-column pages in the Manual.



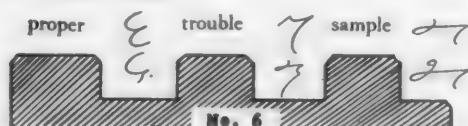
No. 4 position is used for reading into long-hand up all two-column pages in the Manual.



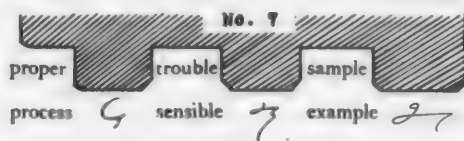
No. 5 position is used for writing into shorthand down all three-column pages in the Manual, or reading down the Dictionary.



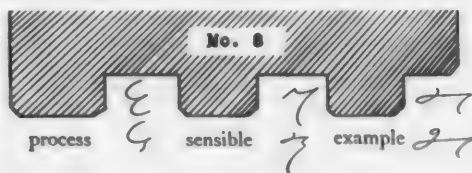
No. 6 position is used for reading into long-hand down all three-column pages in the Manual, or writing into shorthand down the Dictionary page.



No. 7 position is used for writing into shorthand up all three-column pages in the Manual, or reading up the Dictionary page.

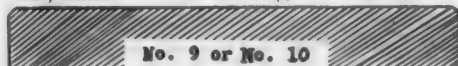


No. 8 position is used for reading into long-hand up all three-column pages in the Manual, or writing into shorthand up the Dictionary.



No. 9 and No. 10 may be used for writing and reading where words are above characters.

meanwhile	otherwise	thanksgiving
Mr., market	Yours truly,	Dear Sir:



Results of the State Final Typewriting Contests for 1932

(Continuing Contest Report from page 58)

Group One

Beginning Students

Winners of first and second places in the First-Year Typewriting Events variously described as "Novice Class," "Typewriting I," "First-Year Class," etc.

CONTEST	NAME	SCHOOL	ERRORS	NET WORDS	
				A	MINUTE
Arkansas	John Montgomery	Fort Smith	7	72.26	
Illinois	Elizabeth Shepherd	Yorkville (Class A)	17	70.16	
Illinois	Bonnie Lee Nolen	Harrisburg (Class A)	11	66.49	
Texas	Odessa Bradbury	Abilene	11	65.6	
Illinois	Norman Beals	Wood River (Class B)	21	65.34	
New York	Helen Gallo	Peekskill	*	64.6	
Ohio	Laura McFarland	South Euclid (Class B)	2	64.5	
Arkansas	Lester Lowrey	Malvern	17	62.6	
North Dakota	Harriette Johnson	Devils Lake	24	62.45	
North Dakota	Mildred Johnson	Blabon	15	61.81	
Iowa	Elmer Vander Waal	Pella	10	61.8	
Ohio	Maxine Avery	Bowling Green (Class B)	4	61.5	
Illinois	Julia Pittman	Fairbury (Class B)	18	61.1	
Iowa	Pauline Kruse	Monona	13	61.1	
Nebraska	Andrew Ireland	Crete	17	60.3	
Nebraska	Jacqueline Ready	Riverton	25	60.14	
Ohio	Anna Cieply	John Hay, Cleveland (Class A)	16	59.9	
Texas	Margaret Grant	Abilene	30	59.7	
South Dakota	Helen Batinovich	Lead (Class A)	7	59.47	
Ohio	Valetta Schultz	Defiance (Class A)	14	59	
Oklahoma	Fairah Cruzan	Cushing	10	59	
Oklahoma	Ben Davis Mills	Stillwater	24	57	
Montana	Helen Fenzyl	Chester	*	56.4	
South Dakota	Inez E. Scholl	Gregory (Class A)	9	55.9	
Kentucky	Corman Maxie	Tilghman High, Paducah	*	53.62	
Kentucky	Mary Louise Downard	Tilghman High, Paducah	*	53.6	
Florida	Joyce Morrison	Andrew Jackson, Jacksonville	5	52	
Maine	Geraldine Coffin	North Yarmouth	0	52	
Nevada	Helen Jesch	Fallon	11	51.8	
Utah	Pansy Hansen	Lehi	4	51.5	
South Dakota	Delia G. Larson	Brookings (Class B)	11	49.9	
Maine	Pauline Turner	Edward Little, Auburn	12	49.7	
Nevada	Jane Shaw	Elko	3	49.3	
New Jersey	Baumgarner	Red Bank	13	49.3	
South Dakota	Helen Asper	Artesian (Class B)	10	48.7	
New Jersey	Dorothea L. Zacharial	Barnegat	8	48.4	
South Carolina	Mary Elizabeth Wooten	Camden	5	48.3	
Florida	Charlotte Shepherd	Avon Park	16	47.6	
Utah	Melba Cope	Richfield	28	47.5	
South Carolina	Mary Davis	Laurens	*	47.4	
New York	Eleanor Grune	Peekskill	*	46.7	

Group Two

Beginning Teams

CONTEST	SCHOOL	NET WORDS	
		A	MINUTE
Illinois	Harrisburg (Class A)	58.15	
Iowa	Pella	57.72	
Illinois	Wood River (Class B)	56.8	
Iowa	Mason City	56.66	
Louisiana	C. E. Byrd, Shreveport	55	
Illinois	Grant (Class B)	54.96	
Illinois	Chillicothe (Class A)	54.25	
Kentucky	Tilghman, Paducah	53.4	
Louisiana	Bolton	53	
New York	Peekskill	51.8	
Nebraska	Franklin	48.1	
Nebraska	Cozad	46.98	
New York	Wappinger Falls	39.2	
New Jersey	Barnegat	38	
New Jersey	Keyport	37.2	

*No record of errors given in the official report.

Group Three Advanced Students

Winners of first and second places in the Second-Year Typewriting Events variously described as "Advanced Typewriting," "Amateur," "Typewriting II," "Second-Year Typewriting," etc.

CONTEST	NAME	SCHOOL	ERRORS	NET WORDS
				A MINUTE
Illinois	Bernice Turner	Harrisburg (Class A)	8	85.53
Ohio	Malvina Piskura	John Hay, Cleveland (Class A)	15	84.8
Ohio	Lois Freitag	West Technical, Cleveland (Class A)	10	82.2
Illinois	Jessie Gitcho	Madison (Class B)	16	77.46
Ohio	Sarah Long	Galion (Class B)	9	76.1
North Dakota	Marguerite Fredericks	Mandan	13	75.14
Iowa	Lavina Cooper	Spirit Lake	14	74.32
Illinois	Virginia Barr	Wenona (Class A)	11	74.29
Iowa	Annie Martin	Mason City	7	74.08
North Dakota	Grace E. Feldman	Grand Forks	14	73.96
Oklahoma	J. Wilson Young	Blackwell	12	73
Utah	Grant Combe	Weber	15	73
Nebraska	Miller Ireland	Crete	13	72.8
New York	Frieda Potter	Camden	*	72.3
South Dakota	Eileen Schuett	Tyndall (Class A)	20	71.9
Utah	Blanche Cardon	Logan	25	71.4
Illinois	Helen Stewart	Oakland (Class B)	12	71.36
Maine	Ruth McKeen	West Paris	8	70.8
Maine	Ella Durell	South Paris	27	70.5
Montana	Ruth Adams	Bridger	*	70.2
New York	Grace Odell	Wappinger Falls	*	70.2
South Dakota	Lorene Rehfuess	Groton (Class A)	17	69.5
Ohio	Gertrude Lyman	Wapakoneta (Class B)	15	68.9
Nebraska	Robert Bellamy	Cambridge	12	68.8
Oklahoma	Merlee Seeger	Blackwell	9	67
South Dakota	Mina L. Mellgren	Rapid City (Class B)	3	66.86
South Dakota	Elizabeth Dorweiler	St. Mary's, Salem (Class B)	9	61.57
New Jersey	Helena Norman	Egg Harbor City	14	60.6
New Jersey	Bernice Bockian	Union Hill, Union City	9	55.5
Nevada	Josephine Little	Fernely	4	55.2
Florida	Gladys Anders	Andrew Jackson, Jacksonville	15	53
Kentucky	Maude Rowlette	Tilghman, Paducah	*	52.96
Nevada	Dorothy Roseberry	Battle Mountain	18	52.6
Florida	Mary Jordan	Andrew Jackson, Jacksonville	19	52.3
South Carolina	Rose Hasty	Sumter Girls	*	52.3
South Carolina	Virginia Todd	Laurens	*	51
Kentucky	Mary Lee Hargrove	Tilghman, Paducah	*	50.6

Group Four Advanced Teams

CONTEST	SCHOOL	NET WORDS
		A MINUTE
Illinois	Madison (Class B)	79.6
Illinois	Harrisburg (Class A)	79.45
Illinois	Madonna (Class A)	70.29
Illinois	Hoopeston (Class B)	68.84
Iowa	Fort Dodge	66.42
Iowa	Sigourney	65.74
New York	Wappinger Falls	60.96
Nebraska	Wayne	57.94
New Jersey	Egg Harbor City	54.4
Kentucky	Tilghman, Paducah	49.7
New Jersey	Fort Lee	48.3
New York	Mount Pleasant, Schenectady	45.5
Nebraska	Kearney	39.7

Group Five Unlimited

Winners of first and second places in the "Free-for-All" events, variously reported as "Amateur," "Unlimited," etc.

CONTEST	NAME	SCHOOL	ERRORS	NET WORDS
				A MINUTE
Ohio	Maxine Oster	West Technical, Cleveland (Class A)	10	91.7
Illinois	Maxine Werner	Madison	10	90.8
Oklahoma	Louise Whitefield	Cushing	11	86

*No record of errors given in official report.

CONTEST	NAME	SCHOOL	ERRORS	NET WORDS
				A MINUTE
Illinois	Bernice Turner	Harrisburg	8	85.53
Ohio	Edna Haffner	John Hay, Cleveland (Class A)	9	85
Oklahoma	Faye Kenney	Oklahoma City	22	82
Utah	Darlene Owens	Brigham Young University, Provo	22	81.3
New Jersey	Richard Berham	Hamilton Township	20	72.9
Utah	Margaret McFarland	Weber	10	70
Maine	Phyllis Tapley	Thornton Academy, Saco	21	65
Maine	Dorothy Hammond	South Paris	27	64
New Jersey	Louise Flagge	Battin, Elizabeth	9	59.9

Group Six—Miscellaneous Business School (7 Months)

CONTEST	NAME	SCHOOL	ERRORS	NET WORDS
				A MINUTE
Florida	Marion Reeves	Jones Commercial School, Jacksonville	26	42.3
Florida	Bernice Behse	Standard Business College, Daytona Beach	51	25.6

Three-Minute Championship

Illinois	Dorothy Graham	Wheaton	0	101
Illinois	Eva Thornton	Arcola	3	80

Unlimited Teams

New Jersey	Hamilton Township	57.6
New Jersey	Battin, Elizabeth	53.6

Colorado State Contest Beginning Students

NAME	SCHOOL	ERRORS	SCORE*
Marjorie E. Gress	Adams City	6	188
Kenneth Lancaster	Greeley	7	183

Advanced Students

Fred Rowan	Arvada	1	356
Duella Waller	Adams City	0	337

North Carolina State Contest

(This year to avoid expense, North Carolina held its Contest in the various competing schools, each school sending to the Central Committee the papers from which the winners were determined.)

Class A

NAME	HIGH SCHOOL	ERRORS	NET WORDS
			A MINUTE
Florence Baker	Goldsboro		50
Anna Withers	Winston-Salem		47

Class B

B. Newsome	Marshville		64
J. Hildreth	Marshville		60

Class C

Edward Shackelford	Hugh Morson, Raleigh		53
Mary Glenn	Charlotte Senior		42

Class D

Clyde Barber	Winston-Salem		54
Ruth Bradley	Charlotte Senior		52

*Colorado papers not scored according to International Contest Rules.

Fifth Annual Inter-High School Contest Sponsored by Nebraska State Teachers College

Kearney, April 15, 1932

Novice Typewriting

NAME	HIGH SCHOOL	NET WORDS A MINUTE
Jacqueline Ready	Riverton	61
Andrew Ireland	Crete	59

Champion Typewriting

Miller Ireland	Crete	79
Opal Petersen	Callaway	63

Southern California Commercial Teachers' Association Contest

Los Angeles, May 28, 1932

First-Year Students

NAME	HIGH SCHOOL	ERRORS	NET WORDS A MINUTE
Lois Anderson	Colton	7	63
Marie Palmer	H. Hoover, San Diego	6	62
Margaret Ashford	Colton	11	58

Second-Year Students

Edgar Brown	Santa Monica	16	66
Rosauro Rojo	Los Angeles Polytechnic	12	65
Virginia Coyle	H. Hoover, San Diego	16	63

Unlimited

Ruth Robbins	H. Hoover, San Diego	6	81
Eleanor Hawkins	H. Hoover, San Diego	9	67
Cary Brown	Santa Monica	16	66

Connecticut Business Educators' Contest

New Haven, March 12

High School Section

First-Year Students

NAME	SCHOOL	ERRORS	NET WORDS A MINUTE
Helen Prohorik	Ansonia	11	50
Helen Romanoff	Plainfield, Central Village	32	48

Second-Year Students

Alice Drozdewski	Ansonia	8	79
Aurise Theroux	Plainfield, Central Village	17	77

Third-Year Students

Jennie Luczai	Enfield, Thompsonville	11	55
Julia Augustyniak	Enfield, Thompsonville	22	53

Private School Section

First-Year Students

Frances Brown	Moody Secretarial, New Britain..	23	57
Barbara Clarke	Stone College, New Haven	14	47

Second-Year Students

Betty Carr	Moody Secretarial, New Britain..	17	77
Alfred Clough	Connecticut Business, South Manchester	23	66

A sixteen-page booklet containing a series of Progressive Speed Building Tests for Shorthand Theory Classes is being mailed out this month to all teachers of Gregg Shorthand.—Watch for your copy!

Teachers of Typewriting

The following list contains the latest authoritative publications in the field of typewriting instruction. In the list you will find some very helpful aids that will insure an exceptionally effective teaching program and higher levels of achievement.

Basic Texts

Gregg Typing, Techniques and Projects (SoRelle and Smith)	
Book I	\$1 20
Book II	1.20
Complete Course. Books I and II bound under one cover.....	1.50
College Course	1.20
Intensive Course	1.00

Teachers' Books and Monographs*

Teacher's Manual for Gregg Typing, Techniques and Projects (SoRelle and Smith)	
Complete Course (including Books I and II)50
College and Intensive Courses.....	.50
Learning to Typewrite (Book)	2.40
The Psychology of Skill (Book)	2.00
The Technique of Teaching Typewriting (Clem)	2.00
Typewriting Through Rhythmical Control (Crozier)20
Application of Tests and Measurements to Shorthand and Typewriting (Bolton)20

* As the sale of teachers' books is, by the nature of their contents, restricted to teachers and school administrators, complimentary copies will not be distributed.

Rational Rhythm Records

Set No. 1. Consists of six discs (12 10-inch records) packed in cloth-covered carrying case.	
Sold in sets only, each set.....	12.00
Individual Records for replacement, each disc.....	2.00
Set No. 2. Consists of three discs (6 10-inch records), each disc.....	2.00
Teacher's Manual for Rational Rhythm Records, free with each set.	

Skill-Improvement Drills

Typewriting Speed Studies (Hakes)52
Speed and Accuracy Graph for 15-Minute Tests (Hakes). For use with Typewriting Speed Studies and all "Rational" texts.....	.02
Seven Speed Secrets of Expert Typing (Smith and Wiese)60

Charts and Record Cards

Typewriting Diagnostic Chart (Slinker). A card record in graph form of the results of speed tests. Each.....	.05
Rational Error Analysis Chart (Raymond and Adams). For recording errors in technique, with a remedial practice guide. 100 charts50
Typewriting Record Card. For recording grades on lesson assignments. (Specify text used). One dozen.....	.12

Supplies and Equipment

Gregg Transcription Letterheads. Printed on both sides, 96 to the pad; each pad15
Expert Copy Holder.....	1.00
Gregg Eraser Tray (State name of machine)50

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Counted at a uniform syllable intensity of 1.40

Work the Greatest Fun

In the by and all, there is nothing so much fun as work, and one of the best moments of life is when one strikes out³⁰ for one's self, independent for the first time. Independent, not in the selfish sense that it is used by many,⁴⁰ but independent in the sense that one is swinging one's own weight. After all, the largest part of our life is⁵⁰ taken up with work. If we do not make that work a pleasure, we lose the greatest part of our fun in existence. (80)

—Theodore Roosevelt, Jr.,
in "Letters from Famous People."

Yes, Believe It or Not

By Floyd W. Parsons

Editor of "The Gas-Age Record"

(Reprinted in shorthand by special permission of the author)

There are thousands of ways of earning a living. Although the United States census lists only 600²⁰ representative occupations from which one might choose an agreeable vocation, human ingenuity⁴⁰ has developed a multitude of queer trades and strange enterprises with which very few people are familiar.⁶⁰

The use of the senses of taste and smell provides an income for a lot of people engaged in tea-tasting and⁸⁰ coffee-smelling. Science does not seem to have perfected any sort of mechanical device that will¹⁰⁰ satisfactorily determine the grade and quality of tea and coffee. Some of the large packing houses employ¹²⁰ ham-smellers who stab every cured ham with a skewer, which they then pass under their noses. These experts require¹⁴⁰ but one sniff in order to tell whether or not any particular ham has soured around the bone. Practically¹⁶⁰ all the professional tasters and smellers lose their efficiency the moment they develop a¹⁸⁰ bad cold.

A man in Missouri is devoting his time to raising frogs. Starting with a backyard frog farm, he has²⁰⁰ carried his experiments to the point where it looks as if one might raise as many as 10,000 frogs to the²²⁰ acre. Frog prices range from two to five dollars a dozen.

Out on the Pacific Coast is a fellow who buys²⁴⁰ walrus whiskers and sells them to the

proprietors of Chinese restaurants for tooth-picks. A woman in the downtown²⁶⁰ financial district of New York makes her living extracting cinders and other foreign bodies from the eyes²⁸⁰ of pedestrians and motorists. Another enterprising individual teaches parrots to talk in³⁰⁰ two weeks of instruction in sound-proof cubicles.

A New England guinea-pig farm and a Texas snake farm are both³²⁰ doing a good business. Pigs that are dark are sold to pet stores, while those that are light in color are supplied to³⁴⁰ medical institutions and colleges for experimental purposes. The snakes are sold to zoos, circuses,³⁶⁰ and dealers all over the world. The skins find a ready market and the venom goes to scientific³⁸⁰ laboratories.

A lot of people regard snails as a great delicacy, so snail-raising has become a lucrative⁴⁰⁰ occupation. A man in Maine is doing very well catching and selling hedgehogs, and a young fellow in⁴²⁰ Pennsylvania is making a living collecting angle worms. He goes out at night or early in the morning⁴⁴⁰ with a lantern and spade, and secures large quantities of worms from the ground. There is a wide demand for angle⁴⁶⁰ worms in biological laboratories and medical schools.

A man in California is meeting⁴⁸⁰ with much success in raising herds of corn-fed worms. This strange farm has managed to produce 300,000 angle⁵⁰⁰ worms in six months. The worms are fed entirely on corn meal, and when ready for sale are moss-packed in cans. It is⁵²⁰ estimated that the output of this one farm will soon be able to take care of the entire demand of fishermen⁵⁴⁰ in the United States.

An interesting industry is that devoted to raising goldfish. In a recent⁵⁶⁰ year in our country the production of goldfish reached a total of 21,500,000⁵⁸⁰ fish, having a value of \$942,000. Research has disclosed that the most favorable⁶⁰⁰ place to breed goldfish in the United States is along the thirty-ninth parallel. This touches such states as⁶²⁰ Maryland, Ohio, Indiana, Illinois, and California. The best water supply is a good⁶⁴⁰ spring, because such water does not contain so many parasites. Ponds ranging from four to eight feet in depth and⁶⁶⁰ covering one-half acre in area have proved most desirable.

At present there are about seven hundred seventy⁶⁸⁰ acres of outdoor goldfish ponds in operation in the United States. The biggest pond covers ten⁷⁰⁰ acres. The cost of pond construction varies from \$50 to \$1,000 an acre. About⁷²⁰ fifty thousand goldfish can be grown

per acre. The five-and-ten-cent stores sell most of the goldfish.

An increasing⁷⁴⁰ quantity of valuable products is being obtained from our oceans, lakes, and rivers. The sponge industry in⁷⁰⁰ Florida has added greatly to the wealth of a number of people. Quite a substantial business has been⁷⁰⁰ developed in the large-scale collection and merchandising of shells. These are used as a source of mother-of-pearl in⁸⁰⁰ the button and knife-handle trades. A great deal of mother-of-pearl is employed by the Japanese and Chinese in⁸⁰⁰ lacquered work and the production of trays.

Over in Holland the seaweed business has become an important⁹⁴⁰ activity. Seaweed grows abundantly in several regions where the ground is muddy and salty. The most⁸⁰⁰ successful operations are in places where the seaweed is not more than five feet under the surface at high tide⁸⁰⁰. The weed is mowed with scythes when the tide is low, the workers always standing in the water clothed in a water-tight⁹⁰⁰ garment reaching to the shoulders. Several scythes are fixed to a line and are drawn to and fro like a saw above⁹²⁰ the base of the weed.

The product is then dried in the sun and placed in ditches to soak in water. After the weed⁹⁴⁰ has blackened materially it is again sun-dried, taken into warehouses, and made up in bales of⁹⁰⁰ one hundred pounds each. Seaweed is chiefly used as a filling for mattresses and the like, but recent investigations⁹⁰⁰ have disclosed that a fine quality of gelatine may be secured from it.

Diving for pearls continues to¹⁰⁰⁰ be an interesting but precarious occupation in certain parts of the world. New mechanical¹⁰²⁰ devices have reduced the hazards and added somewhat to the efficiency of the divers. But the short time the¹⁰⁴⁰ men are able to stay under water picking up oyster shells and putting them into a basket is still¹⁰⁰⁰ a very great handicap. There is also the disadvantage that pearl diving is more or less of a seasonal¹⁰⁰⁰ business. In most places the water is too cold to permit work being done during the winter months.

A trained¹¹⁰⁰ Japanese pearl diver will go down as many as 35 times a day, often to a depth of 30 fathoms.¹¹²⁰ Within a period of two minutes 50 oysters are often picked up and brought to the surface. Usually¹¹⁴⁰ it requires at least 3,000 oysters to produce a single pearl.

In recent years science has attempted to¹¹⁰⁰ solve the secret of the oyster's ability to manufacture a pearl. These studies have developed practices¹¹⁰⁰ that have largely revolutionized the pearl industry. A shrewd Japanese capitalist years ago started¹²⁰⁰ a number of "pearl farms" that have grown steadily in productivity until today the output of precious¹²⁰⁰ stones averages about \$2,000,000 annually.

Thousands of acres of warm salt water along¹²⁴⁰ the shores of Japan have been planted with millions of oysters, each of which

has been subjected to a major¹²⁰⁰ surgical operation. Irritation is produced in the oyster by introducing a bit of sand or other¹²⁰⁰ foreign substance. Not being able to eject the intruder, the oyster surrounds it with layers of¹²⁰⁰ a substance which eventually becomes a pearl.

The latest practice is to place the treated oysters in cages¹²²⁰ which remain in the water for six years or more, being brought to the surface only three times a year in order¹²⁴⁰ that seaweed and barnacles may be removed, and the oysters and cages smeared with lime or tar. Under this plan¹²⁶⁰ about 20 per cent of the oysters die, 20 per cent prove to be pearlless, 50 per cent grow pearls that are¹²⁸⁰ imperfect, and about 10 per cent produce well-rounded and colored commercial jewels. Japanese courts have¹⁴⁰⁰ ruled that the culture pearls are in no sense false or imitation and can be sold as the real thing without any¹⁴²⁰ indication of their origin.

There appears to be no difficulty in the way of building a culture¹⁴⁴⁰-pearl industry in the United States. The warm waters of Florida and California should be suitable¹⁴⁰⁰ for this type of farming.

So it is true that the riches of the earth's waters are now affording increased¹⁴⁰⁰ opportunities for the development of new enterprises. Very few of these activities are threatened¹⁴⁰⁰ by overproduction or so-called saturation points. Out on the Pacific Coast we are witnessing the¹⁵²⁰ creation of an infant industry engaged in making a valuable jelly from agar moss. People¹⁵⁴⁰ acquainted with current progress are predicting that a business will be built up that will rival the great agar¹⁵⁶⁰ industry of Japan.

Lobster fishing, especially off the coast of Maine, continues to increase in a gratifying¹⁵⁸⁰ manner. The supply seems plentiful, although more than twelve billion lobsters are caught and marketed annually.¹⁶⁰⁰ A few years ago the lobstermen used only small boats and were able to operate no more than fifty¹⁶²⁰ pots. Today fast power boats are employed and a single fisherman can take care of three hundred pots in deep¹⁶⁴⁰ water.

Science is doing wonders in disclosing new uses for a multitude of products, thereby widening¹⁶⁰⁰ existing markets. For instance, thousands of pounds of sponge waste are now being used annually in making¹⁶⁸⁰ fireproof pipe linings and other articles formerly produced from asbestos. Elephant-ear sponges are used¹⁷⁰⁰ as electrodes, and the sheared clippings from bleached sponges make good stuffings for balls, dolls, and other children's toys.

The sponge¹⁷²⁰ crop is one not likely to fail. All one need to do to overcome a scarcity of this product is to cut¹⁷⁴⁰ up a large sponge, fasten the pieces to tiles and sink them. For every little piece so used a new sponge grows instead.¹⁷⁶⁰

Muskrat farming is one of the most promising of the new industries that bear relation to our water¹⁷⁸⁰ resources. The culture of

this animal is turning hitherto worthless tide-water marshes and swamp lands into¹⁸⁰⁰ acres more valuable than the cultivated lands adjoining them. No longer are muskrat skins sold for as¹⁸²⁰ little as twenty-five cents apiece. The pelts have advanced practically tenfold in price and the carcasses are¹⁸⁶⁰ sold as meat. The annual catch of muskrats in the United States now exceeds the twelve million mark, the result¹⁸⁸⁰ being a business with an output valued at nearly half that of the sugar-beet industry. The fur of the¹⁸⁹⁰ muskrat is made into cloaks known as "Hudson seal."

The business of raising frogs also has a promising future.¹⁹⁰⁰ For a long time the people down in Louisiana, being largely of French descent and having an¹⁹²⁰ epicurean taste for frog legs, have carried on a frog business that gives employment to several thousand people.¹⁹⁴⁰ The frogs are caught at night in the swamps by experts who go in boats with torches or flashlights and catch the sleepy creatures¹⁹⁶⁰ with a scissors-like device having claws at the end.

It took the Japanese, however, to recognize the¹⁹⁸⁰ real opportunities that lie in the frog industry. A Japanese company purchased several thousand²⁰⁰⁰ frogs in Louisiana and started them housekeeping in the land of the kimono. The Japs decided that²⁰²⁰ nature left to itself was much too slow in bringing frogs to maturity, so research was undertaken which²⁰⁴⁰ disclosed methods that would transform little frogs into big ones in the short span of three months. The outcome is that the²⁰⁶⁰ Japs developed an insatiable desire for frog legs and the new industry is growing in a manner²⁰⁸⁰ most amazing.

Although a large revenue is being derived from dealing in water products, the opportunities²¹⁰⁰ for further expansion of activities in this field are numerous. Money might be made in reviving²¹²⁰ and developing the terrapin business. There is no greater delicacy than a good terrapin stew.²¹⁴⁰ The whaling industry is taking on a new lease of life as a result of the use of more modern equipment.²¹⁶⁰ Whales are now shot to death by an electric harpoon. The big mammal is then inflated with compressed air and²¹⁸⁰ towed to the factory ship for final operation.

Out of the whale come high-grade oils, whalebone, edible meats,²²⁰⁰ and soap. Salted whale tails are sent to China for holiday feasts. It is probable that very soon whales will be²²²⁰ spotted by airplanes sent out to reconnoiter from the mother ship.

In these days of slack business and unemployment,²²⁴⁰ it is interesting to note the hundreds of opportunities that are awaiting acceptance. A smart²²⁶⁰ exercise of ingenuity coupled with some original thinking will open up avenues of²²⁸⁰ income for thousands of people who are willing to work. As a matter of fact there are many people who are actually earning²³⁰⁰ a livelihood in dozens of queer vocations running all the way from thinking up slogans to selling blood²³²⁰ running beauty parlors for cats and dogs, and doctoring sick mail. (2331)

The Cruise of the Cleopatra

By Howard Brubaker

(Reprinted from the "American Magazine" of August, 1931, by special permission of author and publisher)

(Continued from the September issue)

The pestiferous twins promptly leaked into the¹⁸²⁰ shop and gained a point. It is not easy to get two athletic young ladies out of a garage without their consent.¹⁸⁴⁰

"Your folks," said the weakened Tink, "wouldn't let you go, anyway. You probably gyped the cook out of that basket of lunch."

"Oh,¹⁸⁶⁰ I forgot." June pulled an envelope from her trousers pocket. This was (unless a clever forgery) a note from¹⁸⁸⁰ George W. Baylor expressing thanks for Tink's invitation to the twins and his pleasure in having them in such¹⁹⁰⁰ good hands. While he was reading this letter Jane slipped out and brought in the lunch.

When the girls were taking their basket back to¹⁹²⁰ the car, Tink entered his office and closed the door. He emerged a few minutes later looking baffled. Anyhow,¹⁹⁴⁰ the girls need not know that he had telephoned their home.

"What did she say?" asked Jane.

"What did *who* say?"

"Jin. She's the only¹⁹⁶⁰ one of the family up yet."

What Jin had really said was that she was surprised that he had invited the¹⁹⁸⁰ twins after refusing her, but there was no accounting for tastes. Tink said her surprise was nothing to his.

It²⁰⁰⁰ finally dawned upon Tink that the only way to prevent these kids from going with him was to stay at home, and²⁰²⁰ nobody living could make him do that. He therefore surrendered in a few well-chosen words.

"If I let you go along,"²⁰⁴⁰ (applause) "you've got to do what you're told and ask no questions—as if I were your father."

This was another false²⁰⁶⁰ step, because Jane cried, "Yes, Daddy."

But Tink did not wish to play that game. "I mean I'm the skipper of this boat. You obey²⁰⁸⁰ orders or walk the plank."

"Aye, aye, sir." June saluted and tried to do a sailor's hornpipe.

He now prepared the²¹⁰⁰ good ship Cleopatra for her cruise.

"Jane, you sit in the front seat. I'll fix a place for June in behind. We'll change around²¹²⁰ later and give you an even break. And if you have a rotten time, don't blame me."

The Cleopatra had been²¹⁴⁰ a touring car back in the days when she and the twentieth century were younger. She no longer had a top,²¹⁶⁰ and the space once given over to a rear seat was now full of tools and equipment, for this was both a pleasure²¹⁸⁰ car and a moveable workshop. Stowed away with neatness and economy were material for patching tubes,²²⁰⁰ a fire extinguisher, a charged battery, a tow rope, a five-gallon can of gasoline.

To this²²⁸⁰ paraphernalia was now added June Baylor. A small cushion on a tool box was her means of support. June called this²²⁴⁰ the grumble seat. She leaned against the back of the front seat and faced the rear.

As the good ship Cleopatra turned eastward²²⁸⁰ and picked up speed, Jane said that a sailor's life was the life for her.

"I'm glad you made me sit with you, Tink. You won't²²⁸⁰ regret it. I really have a very sweet nature—you'd be surprised."

"I sure would."

Presently they were entering²²⁸⁰ the flourishing city of Chichester. Suddenly, there was a sharp whistle, and Tink drew over to the curb.²²²⁰ The twins had a lively hope that their model driver was about to be bawled out by the serious-looking cop.²²⁴⁰

"Listen, Tink," said the officer, "did you see anything out towards Burnley of two guys in a brown Buckingham coop?"²²⁸⁰

"Yes, I did, Marty. They went down the Post Road toward New York about—let's see—twenty-five minutes ago. I noticed²²⁸⁰ them because they were doing seventy or seventy-two. What is it, a stolen car?"

"No, a hit-and-run.²⁴⁰⁰ They struck a kid up at Main and Elm. We didn't know which way they left town."

"I suppose nobody on your dumb police²⁴²⁰ force got their number."

"No, afraid not."

"Well, take it down."

The officer took down the license number which Tink²⁴⁴⁰ dictated.

Down in the business center another traffic cop asked Tink where he thought he was going. The skipper said²⁴⁶⁰ he was sailing east by north.

Seven miles out of Chichester he drew up behind a stranded car. It proved to be²⁴⁸⁰ out of gasoline.

"Three fellows," he said, "and you add up their brains and they haven't got sense enough to know that a²⁵⁰⁰ car won't run without gas. Yet they are allowed to drive cars."

When Tink finished his lecture he sold the sheepish young men five²⁵²⁰ gallons of gasoline at the market price. To their word of thanks Jane replied:

"We are always kind to dumb animals."²⁵⁴⁰

Tink had his can refilled at the next oil station. Between eating juicy oranges all over Willie Leach's²⁵⁶⁰ scout suits and insulting Tink's friends, the twins were having a gorgeous time.

"We must do this often," said June as she²⁵⁸⁰ took her turn riding on the front seat. "Would you like to hear us sing?"

"Oh, lord, no!"

"All right. Let's give him *Blue Again*."

His²⁶⁰⁰ sufferings were brief, however, because the broadcast was interrupted by an S O S.

This time there was a²⁶²⁰ damsel in distress, alone and helpless on the highroad and badly in need of a knight. Sir Tink offered his²⁶⁴⁰ services to the disabled lady, and the twins turned out to enjoy the calamity. She was obviously²⁶⁶⁰ a nice country girl, but the

captious critics felt that she was too big around for her age. She had raised the hood of²⁶⁸⁰ her car. She had plenty of gasoline, she told Tink, but the engine had ceased to function.

"This glass thing is full, but²⁷⁰⁰ this little tank sounds empty. The trouble must be here somewhere."

The mechanic looked at her with approval. "You have²⁷²⁰ a head on your shoulders, young woman."

"The ladies are wearing them that way this year, Father," June said. The twins went into²⁷⁴⁰ unseemly giggles.

Tink's educated fingers were playing about the vacuum tank.

"Their nurse," he explained,²⁷⁶⁰ "dropped them on their heads when they were babies . . . Hello, here's a broken tube. June, get me that small tool box you've been sitting²⁷⁸⁰ on."

"Yes, Daddy darling."

It had struck their fancy to ruin this budding romance by representing Tink as an²⁸⁰⁰ old family man.

"Will I have to be towed into town?" the girl asked.

"No; I can fix this. I'm in the trade."

He removed²⁸²⁰ the short, leaky copper tube and cut a piece of equal length from a coil he carried in his car. Presently²⁸⁴⁰ the vacuum tank was full and the motor was running sweetly again.

"It was lucky for me you came along.²⁸⁶⁰ How much—?" The young lady was obviously embarrassed.

He figured on the back of his business card and gave²⁸⁸⁰ it to her. All the ladies were astonished at his reply.

"It comes to eighteen cents. That's what the tubing costs."²⁹⁰⁰ Nobody had ever heard of a motor repair bill of eighteen cents.

"But that doesn't pay you for your work."

"Work!" he²⁹²⁰ said gruffly. "I wouldn't work on my holiday for the Queen of Sheba!"

The twins did their best to spoil this party.²⁹⁴⁰ They asked each other what poor Mother would say. And all those hungry little mouths to feed!

"Just a couple of pals," growled²⁹⁶⁰ Tink when they were again on their way.

After constant agitation Tink finally consented to stop by a²⁹⁸⁰ roadside spring for their picnic lunch. For Jane and June this was the high point of the day, the main object of the trip. They³⁰⁰⁰ plied Tink with delicious refreshments, and he was astonished at the quantity of foodstuffs which could be put into³⁰²⁰ two skinny maidens.

They now told him that they had discovered his guilty secret. He went riding on Sunday³⁰⁴⁰ so that he could fix cars for people. Witty remarks were made about postmen who took walks on their day off.

For the³⁰⁶⁰ first time Tink seemed embarrassed.

"You wouldn't tell that around, would you? A fellow can't pass people who are in a jam.³⁰⁸⁰ Even a couple of hard-boiled eggs like you ought to see that."

"Well, don't let it happen again."

So when they presently ⁸¹⁰⁰ encountered a large family party in a little old car which was emitting a cloud of steam, Tink⁸¹²⁰ practically refused to aid the sufferers. It was a cracked water jacket, he said, and they were out of luck. All⁸¹⁴⁰ he did for them was tow them five miles to the garage in their home town and refuse payment for this trifling service.⁸¹⁶⁰

In the middle of the afternoon the Cleopatra was far up in the hill country. Tink was driving with⁸¹⁸⁰ caution now, for the road was winding and full of steep grades. Coming down a hill and around a curve, he put on the⁸²⁰⁰ brakes so suddenly that Jane, back in the front seat, bumped her head against the windshield. (3214)

(To be concluded next month)

Four Easy Business Letters

On Chapter IV

Mr. Bruce Fox
Erie, Pennsylvania
Dear Sir:

Are you ready at this time to purchase a lot?

Our company²⁰ has picked up several in the better section of the city.

Each lot is near a good school, on a good paved⁴⁰ road, but is far from the hustle and bustle of the business part of the city.

If you care to look at what I⁶⁰ have to show, I can have my auto call at your door early in the morning.

Call me by 'phone today.

Very truly⁸⁰ yours, (81)

The James Smith Company
Slinger, Wisconsin
Gentlemen:

We hear that you are needing some trucks. We have some that cannot²⁰ be beat. If you will step into our office the next time you come to Milwaukee, Mr. Mills will gladly show⁴⁰ you all the models we carry.

Our cars are built strongly and will carry as heavy loads as any cars made.

We⁶⁰ are sending you a list of the models we carry so that you will know what to ask for when you visit our showrooms.⁸⁰

May we see you soon?

Very truly yours, (88)

Mr. Wayne Webb
Waterloo, Wisconsin
Dear Sir:

We have increased the wages of our men, women, and children so²⁰ that they conform to the government wage scale sent us by your office. In many cases we have the wages of⁴⁰ the children above the minimum set for them.

We do not think it will be necessary to mention this subject⁶⁰ again. We will follow the law to the letter.

Yours truly, (71)

Miss Jennie Wren
Akron, Ohio

Dear Miss Wren:

Do you remember that I am expecting you to be present²⁰ at the first meeting of the Club? February first is the date.

Some form of government will be drawn up.

You will⁴⁰ be given a position of honor if you so desire.

I shall look for you.

Very truly yours, (58)

Three Easy Business Letters

On Chapter V

Mr. Paul Hoffman
973 Bates Avenue
Long Beach, California
Dear Sir:

I hear there²⁰ is an opportunity in your correspondence department for a man who has had experience in letter⁴⁰ writing.

For several years I have been handling the correspondence in the sales department of the Fisk Rubber⁶⁰ Company of this city. I believe my work has been satisfactory, for each year I have received an⁸⁰ increase in salary.

The doctor has ordered a change in climate and thinks the California climate¹⁰⁰ ideal. Barring some asthma, my health is good, and I have lost but three weeks during the time I have been with this¹²⁰ company.

May I call and talk the matter over with you when I get to Long Beach the first part of February?¹⁴⁰

An early reply will be considered a favor.

Yours respectfully, (153)

The Bryce Supply Company
848 Wabash Avenue
Chicago, Illinois
Gentlemen:

We shall need a²⁰ full line of supplies for the holiday season.

Will you come in some day soon and show us what you have for us to⁴⁰ choose from?

If your prices are right, you may look for an order that will pay you for making the trip here.

Yours truly, (60)

Mr. Eugene Buell
963 Powell Avenue
Athens, Georgia
Dear Sir:

The world is progressing.²⁰ In order not to be behind the times, you will find a radio must have a part in your home life.

The⁴⁰ radio will bring to you noted speakers, and music that you would have to pay dollars to hear at any public⁶⁰ hall. Also it will bring nonsense and amusing stories to help while away the hours when you are staying in because⁸⁰ of illness.

We have the kind of radio you want. It is pleasing to the eye, and its tone is right.

You can¹⁰⁰ have soft, low music if you so desire or power enough to fill a good-sized room.

Will you let me bring one in¹⁰⁰ soon for you to see and to hear?

Yours respectfully, (129)

My dear Sir:

Our agent tells us that you are moving to another part of town tomorrow.

Will you call our office,⁸⁰ so that a copy of our paper will be on your steps to greet you when you get there?

Yours truly, (38)

Five Easy Business Letters

On Chapter VI

Mr. Harvey James
900 Highland Avenue
Milwaukee, Wisconsin

Dear Mr. James:

We hear that you expect⁸⁰ to put out a catalogue this winter listing all your stock.

When you have it ready to be set up, will you⁴⁰ let us bid on the printing? Our equipment for doing this kind of work is unexcelled, and we shall thank you if⁶⁰ you will give us a chance to show you what we can do.

May we hear from you soon?

Yours truly, (76)

Mr. Harold Painter
846 Highland Avenue
Ashland, Wisconsin

Dear Sir:

You will be glad⁸⁰ to find that the prices on our suits and overcoats have been reduced to about one-half of what they formerly⁴⁰ were.

We suggest that you come in early and make your purchases while the stock is good.

The sale will close Saturday,⁸⁰ February 28.

May we wait upon you soon?

Very truly yours, (74)

Dear Mr. Kent:

I liked the talk you gave yesterday at the City Club. It was altogether different from⁸⁰ those we have listened to recently. Your delivery was fine and everyone caught your spirit, also the⁴⁰ spirit of the great man Lincoln, about whom you spoke.

The influence of his life will be felt for years to come.

Will⁶⁰ you give another talk soon?

Yours sincerely, (68)

Miss Agnes Hunter
1024 Grant Street
Flint, Michigan

Dear Madam:

I want to bring to your attention⁸⁰ a new brand of peaches we are putting out. It is called the Sunshine Special.

The peaches are raised in⁴⁰ California, the land of sunshine, and are second to none. The prices, as per the enclosed list, are right.

Send in an⁶⁰ order today before the supply is gone.

Yours truly, (70)

Review Sentences

On Chapters I-III

UNIT 1: 1. The egg lay in the hay. 2. He will eat the good ham. 3. The good air will aid me. 4. He will go there in an hour.

UNIT 2: 5. They will take⁸⁰ the milk to the train. 6. Nettie was taken to the market by the maid. 7. That caddy is more gritty than Glen. 8. This meat⁴⁰ is too thick and too rare.

UNIT 3: 9. Will you remain here when you are needed there? 10. This is the date of the great game. Are you ready⁶⁰ to go? 11. The man mended his net.

UNIT 4: 12. The bridge over the creek led into the park. 13. Most of the people I meet here are⁸⁰ very happy. 14. I will cash my check today; then I can pay for the range. 15. They teach too much about the people and¹⁰⁰ too little about the country in which the people live.

UNIT 5: 16. I think he needs a good system of checking. 17. She says that¹²⁰ I must not publish anything without reading it first. 18. I would take her everything she desires. 19. There will be¹⁴⁰ a silk sale at Blaine's to-day.

UNIT 6: 20. The increase you desired will soon be yours. 21. If you desire my good will, you will not mention¹⁶⁰ her name in my presence. 22. You have given me much and I have given you nothing. 23. If you will be still, I shall¹⁸⁰ catch a big fish. 24. If you can be at my place at eight instead of nine, I will deem it a great favor.

UNIT 7: 25. I saw her²⁰⁰ go to the store, which was close by her home. 26. I shall call for you at the hotel and shall take you with me to the ball²²⁰ game. 27. I notice you are going abroad about the first of next month. 28. If you desire me to help you, state the purpose²⁴⁰ of your visit. 29. Obey the law, and you will have no cause for sorrow.

UNIT 8: 30. Yesterday I prepared the meal for the²⁶⁰ children. 31. Our former teacher is a great worker at the mission. 32. It is necessary to keep the important²⁸⁰ matter ever before the people and the churches. 33. The Jones Company started business with more capital than³⁰⁰ the Nash people had. 34. Will you come near so that I can see you better? 35. The ball hit him hard and he was hurt, but I³²⁰ never heard a murmur from him. 36. Not one of them dared to motor over that road. 37. The arch is rather shaky.

UNIT 9: 38. You³⁴⁰ must compel him to

conform to the laws of his country. 39. That official has a great future in store for him. 40. I⁸⁰⁰ shall be happy if my family gets home safely. 41. It is common knowledge that the road is very lonely. 42. I⁸⁰⁰ heartily agree with all you say about cleaning the teeth often. 43. In the near future he will be able to⁴⁰⁰ employ many men. 44. If you will send your letter to my office, I shall be the only one to see it. (419)

(These sentences were prepared by Miss Lottie E. Neff, Milwaukee Vocational School, Milwaukee, Wis.)

A Simple Tale

By M. Adeline Byers

John Harris High School, Harrisburg,
Pennsylvania

(Continued from the September issue)

Chapter V

"May I walk along home with you and carry your books?" Dick asked.

"Not now, Dick. I must stop at¹⁰⁰⁰ the store across the way and, besides, I must get supper for daddy and Lydia," Emily May replied, smiling¹⁰⁴⁰ the first time that day. Then she added, "I told a few of the girls to be at my house at seven o'clock this evening¹⁰⁶⁰ and wrote notes to the others yesterday about the rehearsal. Hope you did not forget to tell the boys."¹⁰⁸⁰

"Trust me to give them the news. We've all arranged to be right on time, too."

"Perhaps none of the bunch will come now," said¹⁰⁰⁰ Emily May, trying hard to keep back the tears.

"Say, they will sweep down on your house with a rush this very night at seven.¹⁰⁰⁰ You see if I'm not right. Well, so long, Emmy."

"So long, Dick." And the football hero and the most valuable¹⁰⁴⁰ girl to the Garrett High School parted.

Chapter VI

At about seven o'clock that night a happy group of young folks appeared at¹⁰⁰⁰ Emily's home as planned. Emily May opened the door, standing an instant as if not altogether positive¹⁰⁸⁰ that they had really come to spend the evening with her.

"Hello, Emily May, 'Beware of the Greeks bearing gifts,'"¹⁷⁰⁰ yelled someone, and with that the whole group rushed up the stairs. It seemed as though they all wanted to talk at once.

"Oh, Emmy¹⁷⁰⁰ May, I don't know when we have had such a difficult time keeping a secret. That's why we didn't talk much to¹⁷⁴⁰ you today," said Marie Devine.

"Listen to Marie. Now we know who is unable to hold her tongue," said Dan Smith.¹⁷⁰⁰

"Well you boys had to go around like devout old men so you wouldn't disgrace us by telling," replied June Parsons¹⁷⁸⁰ in defense of the girls.

"Let us get settled comfortably," suggested Dick Taylor, "for I want the undivided¹⁸⁰⁰ attention of every individual present."

"Emily May," he began, when they were finally¹⁸²⁰ sufficiently quiet, "if you think we disliked the manner in which you gained the lead today in selling tickets, you¹⁸⁴⁰ are mistaken. We were going to have this meeting to determine a way to advertise our play, but you settled¹⁸⁰⁰ that question for us." With that he pulled out of his pocket the final edition of the previous evening's paper.¹⁸⁰⁰ And there on the front page was a write-up about the play and pictures of Emily May and Betty Jane in¹⁹⁰⁰ costume that the "Hi-Wy" boys had snapped while they were selling the tickets to Doctor Jones. "No need of buying any¹⁹²⁰ more advertising," Dick gloated. "Not anyone in town will miss this."

"I'm so glad, for I do want the play to be¹⁹⁴⁰ a success," said Emily May.

And so it happened that through the unusual advertising, the Garrett High¹⁹⁰⁰ School auditorium was crowded the following Tuesday night. The play was such a huge success that it had to be¹⁹⁸⁰ repeated. Every charitable emergency organization in Newburgh township received a²⁰⁰⁰ generous portion of the proceeds and the athletic fund of the high school was replenished. (2016)

(The End)

Key to the June O. G. A. Test

From my own experience, it seems to me the greatest benefit a man acquires from a thorough schooling is⁴⁰ not what he learns, but in how he learns; in other words, the habit of mental rule, the power to think and reason.⁴⁰ Since I have been writing, I feel a constant regret that I did not specialize more thoroughly upon subjects⁶⁰ that would have been of greater value to me in my later work, and I regret equally the fact that I tried⁸⁰ to "cram" my studies and did not take more time. If I have any advice to offer, it is, briefly, this: Strive¹⁰⁰ earnestly for a good education and a grasp of the various subjects taught, and do not be in haste to get¹²⁰ out into the world. (124)—Rex Beach in "Letters from Famous People."

The Third Attempt

Shows Improvement on the First Two Answers
As Suggested by Ralph Leslie Johns

Junior College, Glendale, California

In his "Business Letters: Principles, Functions, Composition"

Dear Miss Smith:

In answer to your inquiry regarding our service, we enclose with this letter a booklet²⁰ entitled "Thirty-Three Years of Service." This booklet sets forth facts about our institution in which you, as a careful⁴⁰ saver, should be vitally interested.

A perusal of this booklet will show that the

Mars Association,⁹⁰ founded in 1897, is a strong, time-tested institution with a flawless record.⁸⁰ Now, in our thirty-third year, we continue to regard as our foremost duty the protection of our saver's¹⁰⁰ funds.

You will find us ready to serve you. Feel free to call upon us.

Yours very truly, (116)

Dear Miss Smith:

In answer to your inquiry of October 8, we are pleased to enclose a circular²⁰ explanatory of our investment certificates; also our latest financial statement.

You will note that we issue⁴⁰ an installment certificate with a maturity value of any amount in even hundreds. We⁶⁰ have changed the terms of this certificate since this folder was printed. You are now permitted to open an account⁸⁰ in any amount from \$1 up and add to it at any time in any amount desired. When the¹⁰⁰ total paid in, together with accumulated interest, amounts to the face of the certificate, it¹²⁰ is deemed matured and is withdrawable.

Should you desire any further information, we shall be pleased to furnish¹⁴⁰ it upon request.

Yours very truly, (148)

Dear Miss Smith:

We are pleased to acknowledge your letter of October 8 by sending you a certificate with²⁰ a face value of \$100. You may make payments on this certificate at any time, and for⁴⁰ whatever amount you please. When the total paid in, together with accumulated interest, amounts to the⁶⁰ face value of the certificate, you may either withdraw the entire \$100 or reinvest it⁸⁰ immediately and automatically in a paid-up certificate.

All certificates, issued in¹⁰⁰ the sum of \$100 or multiples thereof, draw interest at the rate of 6 per cent from the¹²⁰ day of deposit to the day of withdrawal. Interest earnings accumulate semiannually and,¹⁴⁰ unless withdrawn, automatically add to the principal and, in turn, earn interest.

A check for any¹⁶⁰ multiple of \$100, pinned to this letter, will bring you a corresponding number of paid-up¹⁸⁰ certificates.

Now is the time to start your money earning 6 per cent.

Put your check and this letter into the enclosed²⁰⁰ envelope (no postage is required) and drop it into the nearest post-office box. We shall begin calculating²²⁰ your interest from October 10.

Sincerely yours, (231)

Curious Clippings

The Animal Rescue League of Boston has among its standard equipment a "cat picker." It consists of a²⁰ long pole, to which are attached a pair of padded tongs, to lift cats from trees. (32)

The Government has gone into the business of raising water fleas, the Bureau of Fisheries has reported.³⁰ The valuable fleas

are cultured in breeding ponds or in waters adjacent to ponds occupied by bass. The⁴⁰ fleas under Government care multiply rapidly and frequently become a quarter of an inch long.

Two acres⁶⁰ of water at Hackettstown, New Jersey, State hatchery, produced enough fleas in 1931⁸⁰ to satisfy thirty-one thousand five hundred fifty large-mouth baby bass of three- and four-inch length. The cost of¹⁰⁰ feeding these hungry youngsters was only one hundred seventy-five dollars for the year. (116)

* * *

Maybe potatoes like rings. The wife of a Maine farmer lost a valuable ring while washing clothes. The suds had²⁰ been thrown into the garden. Two years later while helping her husband in gathering potatoes the ring was found⁴⁰ embedded in a potato. (46)

October's Talent Teaser

"EVERY MAN'S CREED"

By Adelaide Steele Baylor

I believe that *nature* never more truly loved *mankind* than when she *surrounded* him with beautiful trees, and filled these²⁰ trees with singing birds, for I know that the silent influence of majestic forests has carried the soul to *measured*⁴⁰ heights, and the sweet melody *from* the throat of a thrush has softened a *turbulent* spirit and quickened a human⁶⁰ impulse.

I believe in the nurture and *protection* of *every* plant and *every* bird that can contribute to the comforts⁸⁰ and delights of humankind.

I believe that the preservation of our *natural* life and our peaceful relations with other countries¹⁰⁰ will be *assured* when *every* human being in this great American nation beholds with a feeling of awe and reverence¹²⁰ the giant of the forest and allows his soul to be swayed by the song of a bird, as¹⁴⁰ he stands with bared head in God's great out-of-doors.

I believe that the largest service any boy or¹⁶⁰ girl, any man or woman, can render *nature* for her bounty to us is in the *protection* and extension of¹⁸⁰ these wonderful gifts.

I am therefore resolved that I shall seek *diligently* to know more of the *nature* and habitats²⁰⁰ of birds and trees that I may learn to guard and *protect* them, and thus become an instrument in *making*²²⁰ this world more beautiful and its *natural* products more useful to the people. (233)

On Writing Business Letters

By Charles Elbert Rhodes

[This article can be read by anyone who has completed the eighth lesson of the Manual.]

Business letters require special attention, for they are the means of carrying on business by mail, and a very²⁰ large part of the

world's business is so conducted. The two chief aims in business letters are clearness and conciseness;⁴⁰ the aim must be to say all that is necessary to make one's meaning perfectly clear, but to avoid any⁹⁰ unnecessary details.

A few years ago business letters were careless affairs, poorly written, and abounding⁸⁰ in something approaching "business slang" and puzzling omissions. Today, the business world fully realizes¹⁰⁰ that a good business letter cannot be written unless the writer knows how to produce good English—clear, concise,¹²⁰ forceful, and graceful. The large concerns have specialists to do their correspondence and the correspondence department¹⁴⁰ trains its members in good English as well as in the details of the business they are to help carry on. The¹⁶⁰ letters between high-grade firms have greatly improved.

In the case of many large mail-order houses, however, more¹⁸⁰ than half of the correspondence is in the form of orders from people who cannot make their wants known; who cannot²⁰⁰ even direct the envelope correctly. It will take years of strenuous education to train the general²²⁰ public until they can really express themselves. The writing of good business letters, then, becomes of first²⁴⁰ importance even in the grade schools.

In the business world a large part of the advertising, and often the most²⁶⁰ effective part, is done by letters; goods are bought and sold by letters; and errors and claims are adjusted by letters.²⁸⁰

The form of the good business letter permits but slight variations. When one receives a business letter he³⁰⁰ wants to be able to determine, at once and without any delay, who wrote it, where it was written, when it³²⁰ was written, to whom it was addressed, and what it says. The first four of these questions should be answered in the formal³⁴⁰ parts of the letter. (344)—From "Effective Expression"

The Story of Uncle Sam's Money

By WALTER O. WOODS

Treasurer of the United States

(Continued from the September issue)

[This explanation about Silver Certificates has been adapted to the vocabulary of all students who have completed the Eighth Chapter of the Manual. The words in italics here are the correct ones from the pairs in type in the shorthand plate.]

The silver certificate is based upon the same plan.

Any sum due the Government—income tax, customs tax,²⁰ etc.—may be paid in silver dollars. Although a silver dollar is a legal tender, a silver⁴⁰ certificate that calls for that dollar, through an apparently strange contradiction in the law, is not a legal⁶⁰ tender. As a matter of actual practice, the Government treats them interchangeably and the public⁸⁰ does also. You will find that the Supreme Court has declared that silver certificates are but warehouse receipts and¹⁰⁰ are not legal tender.

On June 1, 1931, there were¹²⁰ 498,497,989

standard silver dollars in the Government's possession. There¹⁴⁰ were about \$491,000,000 in silver certificates outstanding against them in the¹⁶⁰ hands of the public, and there were Treasury notes payable in silver also outstanding to the extent of¹⁸⁰ about \$1,000,000. The remainder represented the silver dollars in our Treasury, free for the²⁰⁰ Government's current use.

The silver certificates in the hands of the public, if presented for redemption,²²⁰ would withdraw the \$491,000,000 from the Treasurer's possession. Instead of having any²⁴⁰ regrets if it were called for, the Treasury would be pleased greatly if the certificate holders would call for²⁶⁰ it and use it instead of the paper currency. It would save Uncle Sam a heavy expense, because the silver²⁸⁰ certificate only lasts on an average of about eight months, and a silver dollar lasts indefinitely³⁰⁰—many of them have been in circulation fifty years. Men of middle age in the Central West will recall³²⁰ that paper currency of denominations less than \$5 used to be very seldom seen, whereas³⁴⁰ now paper dollars are more in use than silver dollars. In fact, it is rarely that a silver dollar is seen³⁶⁰ along the Atlantic coast. The farther west one travels the more one sees the silver dollar in use.

It is³⁸⁰ supposed that the use of silver in the West is attributable to the fact that silver came from the western mines⁴⁰⁰ and a prejudice existed in favor of the coin over paper money. Whatever the cause, the public⁴²⁰ does not like to use silver dollars, and they keep accumulating in the banks and in the Government offices.⁴⁴⁰ As a little more than one-half of the 890,000,000 pieces of our outstanding paper⁴⁶⁰ currency is in dollar silver certificates, and as it costs about a penny to manufacture one of⁴⁸⁰ them, it would be a great saving to the Government if the public would use the silver dollars instead. (499)

Short Stories in Shorthand

Fatal Oversight

Betty: How did mama find out you didn't really take a bath?

Billy: I forgot to wet the soap.—Boston²⁰ Transcript. (21)

No Mistake

"Are you sure," an anxious patient asked a physician, "are you sure that I shall recover? I have heard that doctors³⁰ give the wrong diagnosis, and have treated patients for pneumonia who afterwards died of typhoid fever."⁴⁰

"You've been woefully misinformed," replied the medico. "If I treat a man for pneumonia, he dies of pneumonia." (62)

A Marvelous Medium

The following notice appeared in the want ad section of a daily paper: "Thursday I lost a gold watch²⁰ which I valued highly. Im-

mediately I inserted an ad in your lost-and-found column, and waited.⁴⁰ Yesterday I went home and found the watch in the pocket of another suit. Thank you." (54)

An Eye for An Eye

A well-known official of the Telephone Company was aroused from a sound sleep by the ringing of the²⁰ telephone. After step-

ping on the cat and knocking his shins against a chair, he got to the 'phone.

"Hello," he growled.

"Are⁴⁰ you an official of the telephone company?" a voice asked.

"Yes, what can I do for you?"

"You can tell me," replied⁴⁰ the caller, "just what it feels like to be called out of bed at two o'clock in the morning to answer a wrong⁸⁰ number." (81)



List of Available Tests in Commercial Subjects Issued at Washington

A^N annotated list of tests in commercial education, known as Circular No. 56 of the United States Department of the Interior, Office of Education, has been compiled by J. O. Malott, Senior Specialist in Commercial Education, and David Segel, Specialist in Tests and Measurements.

The purpose of the list is to acquaint teach-

ers, supervisors, and others interested in commercial education with available tests and measurements in this field. The list contains tests in the following subjects: bookkeeping and accounting, commercial law, junior business training or general business science, shorthand, typewriting, and some miscellaneous tests closely related to these subjects.



Method of Diagnosing Typing Errors

(Concluded from page 46)

habits are improved more rapidly in connection with efforts to establish higher-order habits than when working at the lower levels; but we shall not forget that the phrase "other things being equal" includes the thought "provided the learner is capable of making an intelligent and reasonably successful effort."

We shall appreciate the value of practicing frequent combinations and words. We shall remember that "all learning is specific," and that it is better to develop skill in typing the frequent words and phrases than to practice artificial groups of letters such as

ar hi hl dg acpre aipog fojut

whose only excuse for existence is that they contain in unreal association a series of frequent two or more letter-combinations. We shall remember that combination skills extend beyond the two-letter limit of some of the faddists.

All these observations on "learning" apply to error correction, which is only learning directed to a specific end.

We shall not carelessly or for the sake of a misapplied theory superficially supported by meager facts and inadequate logic reject any teaching device or procedure until we have tested it *thoroughly*. Such a resolution will open up to us anew the possibilities of repetition; of sustained typing on paragraph material, both timed and untimed; of the pho-

nograph, of dictation direct to the machine; etc. Perhaps we may even find a place for the "perfect copy" idea under proper restrictions!

Importance of Motivation

In this comprehensive synthesis of error analysis and remedial work we shall not forget the importance of motivation and the teacher's responsibility for maintaining it in a high degree. With motivation the average student will naturally adapt himself to the needs of his strong urge and he will often learn in spite of otherwise poor teaching. Without it, the best student will be handicapped.

If we must make the most of a situation where motivation of the right kind cannot be provided, granting that when the slightest effort is put forth there is bound to be some motivation, let us remember that the best sort of practice is to type material in its ultimate form, letters and business papers. In so doing the poorly-motivated student will at least adapt himself and his powers to the real situation he must later face in an office. If he is so poorly motivated that technique and skill make absolutely no appeal to him, exercise practice, timed tests, and remedial work of any kind still further destroy and distort his motivation. Give him practical typing.